MIDDLEBURY COLLEGE

1993–1994 CATALOG

Middlebury College does not discriminate against any individual on the basis of race, sex, religion, ethnic origin, sexual orientation or handicap in any of its programs or activities. In particular, Middlebury College complies with the 1964 Civil Rights Act, Title IX of the Educational Amendments of 1972, the I.R.S. Anti-Bias regulation and Section 504 of the Rehabilitation Act of 1973.

Middlebury College endeavors to present an accurate overview of the programs, facilities and fees of the College in this publication. However, Middlebury College reserves the right to alter any program, facilities and fees described in this publication without notice or obligation. This catalog is published annually in the spring. It is supplemented by separate publications describing first-year seminars and Winter Term courses, and by fall and spring term registration supplements.

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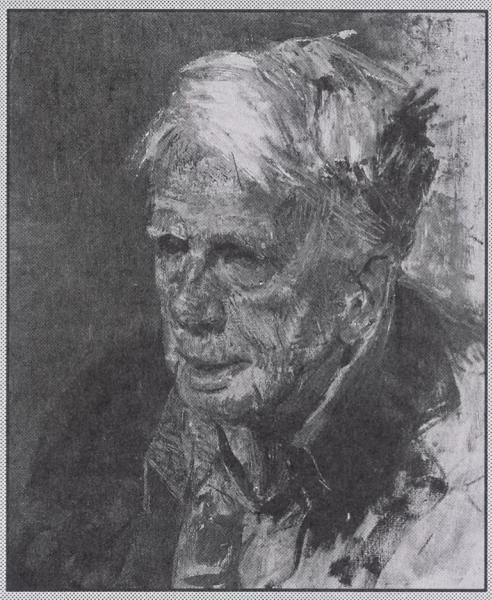
This publication was printed on recycled paper and is recyclable.

NOTE: A listing of administrative offices and telephone numbers appears on the inside back cover of this catalog.



Something we were withholding made us weak
Until we found it was ourselves
We were withholding from our land of living,
And forthwith found salvation in surrender,
Such as we were we gave ourselves outright . . .

Robert Frost, "The Gift Outright"

Robert Frost lived for many years in the neighboring town of Ripton, Vermont. A close friend of Middlebury College, one of his earliest marks of public recognition was an honorary Doctor of Letters from Middlebury in 1924. Gardner Cox's famous portrait of Frost is on display in the Robert Frost Room at the Egbert Starr Library of the College.

From "The Gift Outright" from *The Poetry of Robert Frost*, edited by Edward Connery Lathem. © 1942 by Robert Frost. © 1970 by Lesley Frost Ballantine. Reprinted by permission of Holt, Rinehart and Winston, Inc.

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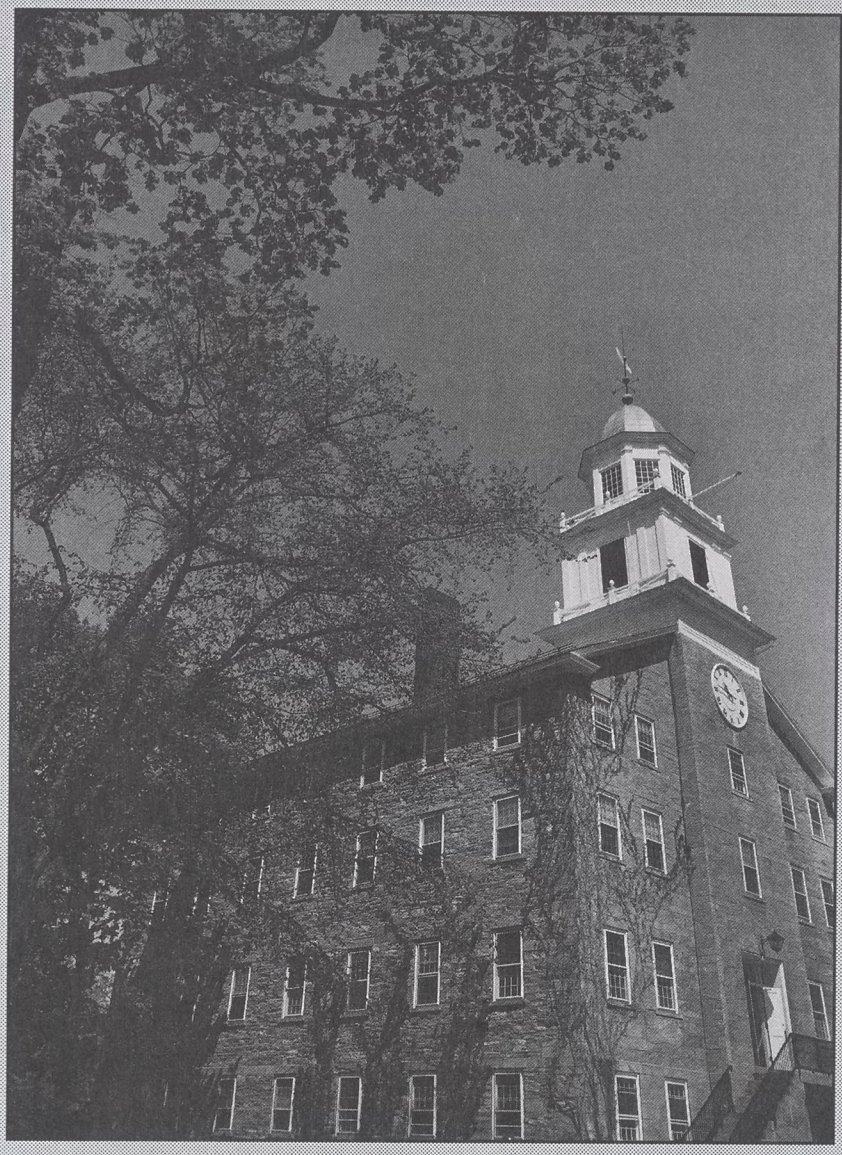


SECTION I
ABOUT MIDDLEBURY

TO CHOOSE AND BE CHOSEN

Something we were withholding made us weak
Until we found it was ourselves . . .
Robert Frost

Middlebury makes available to its students a distinguished faculty, challenging programs, facilities for research, residential living and much more, but nothing will be of any lasting value unless those who are chosen and come to learn are willing to offer "the gift outright" of their energies and talents. Accordingly, the College seeks students willing to yield the full measure of their capacity. In academic study, in athletics, in the arts, in the pursuit of leadership and social service, Middlebury wants those who will give freely of themselves. What the College can give you in return is described in the pages that follow.

Middlebury is well-known as one of New England's outstanding small, residential liberal arts colleges of long tradition. It offers its students a very broad curriculum embracing the humanities, foreign languages, social sciences and natural sciences. The breadth and humanistic bent of a liberal arts curriculum distinguish it from what one finds in a pre-professional school.

Middlebury is an institution with a long-standing international focus. Middlebury's education reflects a sense of looking outward, a realization that the traditional insularity of America is indeed something of the past, a habit that we can no longer afford. We seek to bring to Middlebury those who wish not only to learn about themselves and their own traditions, but to see beyond the bounds of class, culture, region or nation. Indeed, the central purpose of a Middlebury education is precisely this transcendence of oneself and one's own concerns. For some this transcendence may come through the study of other people and other tongues, for others it will come through the hard study that brings an understanding of physics or philosophy, mathematics or music.

Middlebury's undergraduate College is enriched by its other programs. Every summer, the main campus in Vermont is transformed into an institution single-

mindedly devoted to the study of eight different foreign languages and cultures, and the use of English is virtually banned for the 1,300 participants, among whom are a number of Middlebury undergraduates. High in the Green Mountains lies Middlebury's Bread Loaf campus, where for six weeks each summer the Bread Loaf School of English is in session. This is followed by the Bread Loaf Writers' Conference, which brings together two hundred authors and aspiring authors for two weeks of intensive exchange on the art of writing. There is also an overseas dimension to Middlebury College. In five major European cities—Florence, Madrid, Mainz, Moscow and Paris—the Middlebury Language Schools have the headquarters of their Schools Abroad. These schools enroll approximately three hundred graduate and undergraduate students who seek to develop an understanding of foreign languages and cultures through direct experience as well as academic study. In addition, the Bread Loaf School of English is in session each summer not only in Middlebury, but also at Lincoln College, Oxford University, and at St. John's College in Santa Fe, New Mexico.

WHAT IS "HIGHER" IN HIGHER EDUCATION?

Some years ago, a national educational journal recounted the story of a professor called in to mediate a dispute about a grade. A student in a certain physics course had been asked to explain how one could determine the height of a tall building by means of a barometer. The answer was given an F, and the student objected that, on the contrary, the answer was perfectly correct according to accepted physical principles. When the outside mediator was called in, he had to agree that the student had a point. The answer given was, "Go to the top of the building, tie a string on the end of the barometer, lower the barometer to the ground and measure the length of the string." Nevertheless, it was agreed that the student should be given a second opportunity to answer the question more straightforwardly.

After six minutes of the allotted ten had been used, the student had still not written anything on his paper, and the mediator asked whether he did not know the answer. "No," he replied. "It is just that there are so many answers, I am trying to decide which one to give." Near the end of the time period, he quickly scribbled down an answer. This time the instructor in the course capitulated, and the student was given an A. The answer was, "Take the barometer to the top of the building and drop it off. Time the fall and then by the well-known formula about the rate of acceleration of falling bodies you calculate the height." The mediator was fascinated with the ingenuity of the student and asked whether he really had other answers. "Of course," he replied. "Take the barometer out on a sunny day. Measure the shadow cast by the barometer and the shadow cast by the building, then knowing

the height of the barometer, you calculate the height of the building. Or, a very simple and direct method would be to start at the base of the building and measure the building by laying the barometer along the walls to determine the height in barometer-lengths. Finally, of course, the easiest method would be to go into the basement and find the office of the superintendent, knock on his door and when he answers, say to him, 'Here, I have this fine barometer which I will give you if you will tell me the height of this building.'" The student confessed, finally, that he also knew the standard answer but that he didn't feel that the function of education was simply to hand back memorized formulae and pat answers.

What is illustrated by this story is not mere cleverness, but rather considerable appreciation by the student of the fact that questions are a function of contexts which must be appreciated before any answer is "correct." What is "higher" about higher education is that it asks the students continually to appraise and evaluate not simply answers but the contexts of both questions and answers. The student is not merely an intermediary between the professor's lecture, a notebook and the final exam. In higher education he or she comes to appreciate the reasons why people ask certain questions in the first place, how they might have asked different questions and how any answer functions only when the origin of the questions and their context are comprehended.

HISTORY OF MIDDLEBURY COLLEGE

Middlebury's becoming a liberal arts college of the first rank can be seen as the culmination of a process of growth and change which began when a few men of the town of Middlebury decided in 1800 to take upon themselves, with foresight and fortitude, the challenge of building a college in a small New England town on what was then the American frontier. In the nearly two centuries since it was established, Middlebury has developed from "the town's college" into a liberal arts college of national and international renown.

Middlebury's purpose was originally to train young men from Vermont and neighboring states for the ministry and other learned professions of the early nineteenth century. The college started from modest beginnings, with only seven students enrolled when classes began in November 1800. The first students were expected "to read, translate, and parse Tully, Virgil, and the Greek Testament, and to write true Latin in prose, and shall have also learned the rules of Vulgar Arithmetic." The entire course of study was taught by the College's founding President, Jeremiah Atwater, who had come to Middlebury from Yale.

In 1819, upon his death, Gamaliel Painter, one of the citizens of Middlebury to whom the college charter had been granted, left most of his estate, valued at over

$13,000, to the College. Painter's gift was an early example of the philanthropic support for Middlebury College which has enabled the institution to prosper over the past two hundred years. In recognition of his gift, West College, Middlebury's new building which had been completed a few years prior to Painter's death, was renamed Painter Hall. Painter Hall, which along with Old Chapel (1836) and Starr Hall (1861) forms the College's "Old Stone Row," is the oldest remaining college building in Vermont.

Vermont was the first state in America to abolish slavery in its Constitution. In 1823, Alexander Twilight graduated from Middlebury College. Twilight was the first African-American citizen to earn a baccalaureate degree in an American college.

Middlebury College grew slowly during the nineteenth century. The growth was not steady, however, as the College was not immune from the social and political movements that affected northern New England generally. Rocked by evangelical upheaval and religious revival in the 1830s and the Civil War in the 1860s, Middlebury managed to keep its doors open during a period when many small colleges in America were forced to close. In large part, the College was sustained by the support of its many friends, both in the town of Middlebury and in the neighboring region.

One of the most important developments in Middlebury's history occurred in 1883, when the trustees decided to accept women as students in the College. Middlebury was the first formerly all-male liberal arts college in New England to become a coeducational institution. For more than a century, Middlebury has been preparing women for positions of leadership, both on campus and in the world at large.

In the years following the admission of women, Middlebury College began to change from an institution primarily oriented toward its community and its state to a college with larger regional aspirations. President Ezra Brainerd (1885-1908) prepared the college for this transformation, and spectacular change occurred under the administration of President John Thomas (1908-1921). During the second decade of the twentieth century, the College's enrollment more than doubled, and the number of buildings, the size of the faculty, and the value of the endowment tripled. At the same time, the College's curriculum was adapted to the needs of the twentieth century. The Language Schools and the Bread Loaf School of English were also established during the Thomas presidency.

Throughout the mid-twentieth century, Middlebury continued its development toward a position of prominence among America's liberal arts colleges. Continued growth in the faculty meant the addition of new subjects to the curriculum and an increased academic reputation for the College. New residence halls, academic buildings and library facilities were added to the physical plant of the

College. Middlebury's expansion was coupled with increases in financial resources, and the establishment of a tradition of prudent financial administration and the husbanding of resources for the long term.

During the past three decades, under the leadership of Presidents James Armstrong (1963-1975) and Olin Robison (1975-1990), Middlebury attained a new level of excellence. The student body grew not only in numbers but also in diversity and in breadth of academic and extracurricular interests. Teacher-scholars of the highest quality joined the ranks of the Middlebury faculty, and brought to their classrooms and other contact with their students a sense of intellectual excitement and a concern for the personal development of their students. The international dimension of Middlebury was strengthened, through the introduction of new subjects into the curriculum and through the establishment of new Language Schools. In 1992, John M. McCardell, Jr. was elected by the Board of Trustees as the 15th President of Middlebury College. President McCardell, a Professor of History, is the first member of the College's faculty to serve as President since Ezra Brainerd more than a century ago.

MIDDLEBURY COLLEGE MISSION STATEMENT

The following mission statement for Middlebury College was adopted by the Board of Trustees in May 1992:

> The mission of Middlebury College is to educate students in the tradition of the liberal arts. Our academic program, co-curricular activities, and support services exist primarily to serve this purpose. Middlebury College is committed to excellence throughout its liberal arts curriculum: to balance in its academic offerings; to selective development of carefully chosen emerging strengths; and to maintaining conspicuous excellence in those areas of its traditional strengths such as language, literature, and an international perspective, including study abroad.

To fulfill this mission, the College admits students who show evidence of intellectual curiosity, high motivation and superior academic accomplishment. The College seeks students who are actively involved and committed to the ideals of community and who are therefore prepared to become leaders in society.

To assure that our students achieve their potential the College recognizes and reaffirms its commitment to creating and sustaining an environment conducive to learning: a small, highly-selective, co-educational student body that fosters a true community of learning, and a faculty and staff dedicated to excellence and service

to the educational needs of students. As a residential college Middlebury recognizes that education takes place both within and beyond the classroom. The College seeks to maintain a diverse community committed to broadened educational opportunities within an atmosphere of respect for others. All of this takes place in a splendid natural setting with well-maintained buildings and grounds that not only support our academic and co-curricular programs, but also impart a sense of permanence, stability, tradition and stewardship.

Finally, Middlebury endeavors to maintain a lifelong bond with its alumni/ae and expects its graduates to be thoughtful, ethical leaders able to meet the challenges of informed citizenship. They should be independent thinkers, committed to service, with the courage to follow their convictions and prepared to accept responsibility for their actions. They should be skilled in the use of language to communicate ideas and in the analysis of evidence, in whatever form it may present itself. They should be physically active, mentally disciplined and motivated to continue learning. Most important, they should be grounded in an understanding of the western intellectual tradition that has shaped this College, and educated beyond the confines of their immediate experience so as to comprehend ideas, societies, cultures, traditions and values other than their own.

THE CURRICULUM OF MIDDLEBURY COLLEGE

A Middlebury education:

- establishes the foundation of a broad and deep liberal arts education

- prepares students to meet the demands and requirements of informed and thoughtful citizenship, including the skills of critical thinking, reasoning, exposition of ideas and quantitative analysis

- involves dialogue and direct intellectual exchange between students and faculty, as well as among students, both inside and outside the classroom

- provides the opportunity for students to share intellectual experiences with the faculty in order to promote learning and a greater sense of community

- enables our graduates to play significant roles in society and to meet the complex, varied and moral challenges of citizenship

- prepares our graduates to meet new intellectual challenges and to appreciate that knowledge is always changing and expanding.

Helvétius wrote: "L'éducation nous faisait ce que nous sommes" ("Education made us what we are"). We have an ideal of the kind of person a Middlebury education should help to make. It is a person who can think logically; who can write not only with accuracy and clarity, but also with style and an individual voice; who can appreciate the visual and performing arts and participate in their creation; who can reason with numbers and symbols and apply rigorous analytic techniques in seeking answers; who knows how to read—analytically and imaginatively—literature and philosophy from around the world; who has an informed sense of the varied, eventful path humanity has taken to reach the present; who is aware that the frontiers of understanding and knowledge are always shifting and expanding; who understands the principles and methods of the natural sciences and knows what it is to experience the excitement of scientific discovery; who has a sense of the interaction between people and society in the United States and in other countries; who can understand, read and speak a foreign language and thereby has the access to foreign cultures that only such proficiency can bring; who knows how to discipline the body as well as the mind.

Even expecting students to seek such an ideal is asking much, but we believe each Middlebury student is capable of approaching it. The faculty and staff at Middlebury College have dedicated their talents and their efforts to making such achievements possible.

The Structure of Middlebury's Curriculum

A Student's Course of Study

The Middlebury College curriculum is designed to assure that each student's education includes a certain breadth of knowledge as well as in-depth study in one area defined by the major. Curricular breadth is achieved both through the concentration and through distribution courses. There are also several other general requirements, which we see rather as opportunities, the chance to explore new areas of inquiry. In all these areas, students have a broad range of choices.

First-year seminar: Each student elects one of a number of seminars for first-year students during his or her first semester. They are thematic courses designed to explore an area of intellectual inquiry from a perspective that makes connections among a number of the traditional academic disciplines. These seminars have an intensive writing component and the instructors serve as the academic advisors for their seminar students.

Writing-intensive course: In their second, third or fourth semesters, students choose one course from among the College Writing Courses offered in many different fields, to develop their writing skills further.

Physical education requirement: Middlebury has a physical education program that stresses lifetime sports—those sports that can be enjoyed long after one's college days are past. Students are expected to participate in two seasons of lifetime sports through a program of instruction.

Depth: The Major

Students select a major at the end of the third semester, with the exception of some science and language majors that demand a highly structured sequence of courses, where students declare a major at the end of the second semester. Students may choose to explore two different areas, as double majors. They may also design a joint major, which combines two fields of study and culminates in a senior project. Most departmental majors have great inner flexibility, and many encourage interdisciplinary work. There are also established interdisciplinary programs, listed below. Another option is the International Major, combining work in a non-language field with work in a foreign language and study at one of the Middlebury College Schools Abroad. In addition, Middlebury has an Independent Scholar program for those students whose talents and interests clearly would profit from programs they design themselves.

There are 37 different established majors, in all the academic departments (except Japanese) and in the interdisciplinary programs. All majors require at least ten courses and encourage, if they do not insist on, independent work in the field during the senior year. The departments are listed in the descriptions of the Academic Divisions below. In addition to the regular departmental programs and majors there are other academic programs that cross departmental and disciplinary lines. Those offering majors are: American Civilization, Classical Studies, East Asian Studies, Environmental Studies, International Politics and Economics, Literary Studies, Molecular Biology and Biochemistry, Russian and East European Studies and Women's Studies.

Although there is no major in Teacher Education, our program is the equivalent of a concentration and leads to licensure in the State of Vermont. The premedical, predental and preveterinary programs require a number of specific courses, but no particular major. Middlebury also offers the necessary courses to prepare students for entry into professional schools in such areas as law, business, engineering, architecture, forestry, nursing and environmental studies.

Please see descriptions of the various departments and programs in Section II of this Catalog (The Curriculum).

Breadth: Concentrations and Distribution Requirements

Concentration: The concentration consists of four or more courses unified by a general principle, including courses beyond the introductory level. The concentration may be contained within one department or governed by an interdisciplinary theme; it must be in a division other than that of the major.

Distribution requirement. Each student must take at least two courses in each of the following areas: humanities, natural sciences, social sciences, and foreign language and area studies. Courses in the major and the concentration count towards this requirement.

The Academic Divisions

Foreign Languages

Learning a foreign language is an adventure in learning to think in a language different from one's own, while simultaneously gaining insights into complex and rich foreign or ancient cultures. Middlebury College has an international reputation in language studies, and offers a particularly broad range of courses in foreign language, literature and culture in *Chinese, French, German, Italian, Japanese, Russian, Spanish* and the *Classical Languages.*

The departments in the division offer courses in translation as well as those taught in the foreign languages themselves. They have as their goal to deepen our understanding of ourselves by rediscovering our great intellectual and artistic forebears or considering with open minds what works from other cultures have to teach us.

The eight Language Schools provide an opportunity for intensive summer study in Arabic, Chinese, French, German, Italian, Japanese, Russian and Spanish. All such courses carry credit towards the bachelor's degree and are open to non-language as well as language majors. Many language majors will wish to take all or part of their junior year at one of the College's schools in France, Germany, Italy, Spain or Russia. Many international majors and majors in fields such as art history, economics, political science and history also study abroad each year.

Humanities

Both *English* and *American Literature and Civilization* approach their subject matter from many directions—critical, historical, stylistic, aesthetic and creative. These two literary disciplines share with their more ancient companions in the humanities, *Religion* and *Philosophy,* a particularly intense interest in individual human experience. Whether it is the poet giving verbal form to the sensitivity of an age, the philosopher searching out the foundations of the moral law and knowledge, or the prophet confronting the ways of God, the humanities point uniquely to the most

personal core of human experience. These fields develop students' ability to think critically, to read perceptively, to write cogently and to speak persuasively.

The arts provide other means of approaching and expressing human experience. In the departments of *Art, Music,* and *Theater, Dance, Film/Video,* students work in either the history of these media or the practice of creating or performing original works. The aim of these programs is to spark and develop the understanding and appreciation of the fine arts, whether as an introduction to later professional study or as rewarding personal intellectual discipline and enrichment. Through interpretation and response to the arts, students can gain new access to other cultures as well as enduring, meaningful and absorbing insights into the contemporary world.

Natural Sciences

Middlebury offers strong major programs in the departments of *Geology, Chemistry and Biochemistry, Biology, Physics* and *Mathematics and Computer Science.* An interdisciplinary major in environmental studies, with an emphasis on the natural sciences, is also available to students. Our philosophy has been to provide students with a faculty whose members are themselves engaged as productive scientists. They are available to the students from their first year and share their research with juniors and seniors in seminars and in advanced and independent study programs in every discipline.

Mathematics and Computer Science draws students with a wide spectrum of interests, from those who discover the intellectual excitement of the field to prospective majors in the natural and social sciences to those who wish only to sample the flavor, content and spirit of the subject.

The physical and life sciences, *Biology, Chemistry and Biochemistry, Geology* and *Physics,* study inductive and deductive processes of science as approached from various perspectives. They emphasize the methods used to gather, interpret and critically evaluate data, and the placement of this information into a larger context. Fundamental principles of each discipline are discussed in a manner that illustrates the evolving relationship of science, technology and society. Courses are built around problems that incorporate field and laboratory experiences. A major strength of our programs is the opportunity for students to participate in independent research during the junior and senior years. Firsthand experience with the scientific method adds an important dimension to the undergraduate experience. Research papers from student projects are frequently accepted for publication in professional journals and for presentation at professional meetings.

Social Sciences

Courses in this area involve the systematic study of human behavior and the processes and results of human interaction through organizations and institutions, both formal and informal.

Economics considers how economic forces influence society. In addition to giving the student insight into current events, it provides a theoretical and practical framework within which one can answer a wide range of questions concerning both our own and other economic systems. *Geography* examines social issues from a uniquely spatial perspective. Implicit in its concern with spatial distributions is the fact that space itself influences individual and collective attitudes and actions. *History* is the study of cultural, social and institutional change and of the ways in which human beings adapt to or effect such change. Our values, our beliefs, our institutions and the ways we live are the outcome of a long process of evolution; we cannot understand the present without an understanding of that process. *Political Science* leads students to explore questions about the social order and the actions of governments in two ways: through the empirical study of political phenomena, augmented in recent years by extensive use of computer data and modeling; and through the study of philosophical works of both classical and modern political theorists and the reflections of statesmen. *Psychology* draws from both the social and the natural sciences in its quest to understand the varieties of human behavior and mental events, focusing on processes such as learning, perception or social behavior, or on the abnormal manifestations of these processes. *Sociology-Anthropology* blends the scientific and humanistic dimensions of two disciplines within one department, concentrating on both data analysis and the broader human implications of social science research on societies ancient and contemporary.

The 4-1-4 Curriculum and Winter Term

The pattern of a single year at Middlebury consists of a fall term of thirteen-and-a-half weeks ending at Christmas vacation, a winter term of four weeks in January and a spring term of thirteen-and-a-half weeks ending in mid-May. In the fall and spring terms, the normal course load is four courses, but, with permission, students may take three or five courses in a term. This allows students to vary their academic load in light of the overall pattern of their educational program. In the winter term, students take one intensive course.

The winter term opens up special teaching and learning possibilities at the College. Faculty can try new ventures not easily fit into a fall or spring term; and students have the opportunity to explore new fields of study. New areas of a discipline, special interests or unusual methodologies may be the focus of an experimental course. Students can accomplish great efficiency in learning through

this intensely concentrated period of study on a single technique, problem or body of material.

Options other than standard courses are open to students during winter term. Extensive possibilities exist for qualified students to pursue independent research projects, either on campus or elsewhere. Students are also permitted to take ungraded internships for credit in various professional areas, including law, medicine, architecture, journalism, social work and teaching. Internships may be local or away from Middlebury, but all involve significant exposure to the essential work of a profession. Student-led courses permit small groups of students to study under the guidance of one of their peers who has exhibited expertise in an area not included in regular semester programs.

PROGRAMS OF SUMMER AND OFF-CAMPUS STUDY

Middlebury College is much more than the undergraduate college which meets from September through May. The Language Schools, the Schools Abroad, the Bread Loaf School of English and the Bread Loaf Writers' Conference are all integral parts of Middlebury's academic program. They offer special opportunities to Middlebury undergraduates in the study of languages, literature and culture, and international study. A significant proportion of Middlebury undergraduates choose to take advantage of these and other programs of summer and off-campus study.

The Language Schools

Each summer since 1915, Middlebury College has devoted its Vermont campus to the intensive study of foreign languages and cultures. The Language Schools are based on the premise that language competence is essential to true cultural understanding, and that effective language teaching must necessarily provide meaningful insight into the foreign culture. There are eight Language Schools: Arabic, Chinese, French, German, Italian, Japanese, Russian and Spanish. Courses range from beginning to advanced and graduate level. Middlebury students attend the Language Schools as preparation for one of the Middlebury Schools Abroad, to prepare themselves for other foreign programs, such as those in East Asia, or to begin earning credits toward a Middlebury advanced degree.

The Middlebury Schools Abroad

During the academic year, the Middlebury College schools in Florence, Madrid, Mainz, Moscow and Paris offer junior year and graduate degree programs. Most Middlebury students engaged in the study of a European language, either as part

of a language major, or in conjunction with an International Major, area studies program or the major in International Politics and Economics, spend all or part of their junior year in one of the Schools Abroad. Study abroad allows students to profit from a rich cultural experience and to achieve a level of maturity not easily attainable in the familiar surroundings of home. The Middlebury Schools Abroad offer varied intellectual challenges within the European university system, and an experience which can give special meaning and depth to the academic understanding of foreign languages and cultures.

Other Programs of Study Abroad

Nearly half of all Middlebury undergraduates study abroad for all or part of their junior year. In addition to students at the Middlebury Schools Abroad, others attend programs or universities in Europe, Africa, Latin America, East Asia or Australia. In all cases students wishing to study with programs other than Middlebury's must demonstrate the relevance of their study abroad to their academic programs, and to show the importance of such study for their intellectual growth. Those going to countries where English is not the primary language are normally expected to have language proficiency sufficient to allow them to do work at an advanced level, and summer study at Middlebury may be necessary to achieve that degree of fluency.

International Majors and Programs

Area studies majors in East Asian Studies and Russian and East European Studies permit students to pursue programs which are grounded in at least three years of language study in Chinese, Japanese or Russian and which offer a broad array of courses in the history, literature, intellectual traditions and social institutions of those regions. The International Major enables a student majoring in an area other than language or literature to do advanced work in that discipline at one of the Middlebury College Schools Abroad or an approved equivalent. The major in International Politics and Economics combines interdisciplinary work in political science and economics, and language study at Middlebury, with study abroad. All of these majors permit students to develop, in addition to language competence, an understanding of their area of specialization in an international perspective.

The American Collegiate Consortium

The American Collegiate Consortium for East-West Cultural and Academic Exchange offers an opportunity for a limited number of juniors to study for the entire academic year at a variety of universities in Russia and the other republics of the former Soviet Union.

The Bread Loaf School of English

The Bread Loaf School of English conducts a six-week graduate session each summer at the campus near Bread Loaf Mountain. Courses are offered in literature, literary theory, creative writing, the teaching of writing and theater. Selected Middlebury undergraduates who wish to pursue studies in literature and writing may enroll in Bread Loaf courses. Students at Bread Loaf may apply a summer's credit to their undergraduate degrees, or may use them toward the Master's degree in English. Middlebury students may also attend the Bread Loaf programs at either Lincoln College, Oxford, or Santa Fe, New Mexico.

The Bread Loaf Writers' Conference

The Bread Loaf Writers' Conference meets for two weeks in August. At the conference, both aspiring and experienced writers are able to meet in workshops and in individual conferences with members of the teaching staff, which consists of some of the most distinguished writers in the country. Students become aware of the professional world of writing and writers, of editors and literary agents, and of the mechanics of publication. Special scholarships are available to undergraduates who wish to attend.

Middlebury at Oxford

Middlebury College is fortunate in its ability to offer its undergraduates opportunities to study at Oxford. Each year several juniors are selected to read in English, history and politics, philosophy and economics at Lincoln and Worcester Colleges. They will undertake a regular program of study at Oxford, and will receive a year of Middlebury course credits. Each year, qualified Middlebury upperclass students majoring in literature may attend the summer program of the Bread Loaf School of English at Lincoln College, where they take a graduate seminar/tutorial and earn two course credits toward their undergraduate program. If they prefer, students may apply these credits toward an MA degree to be pursued subsequent to their graduation from Middlebury.

Off-Campus Programs in the United States

Middlebury maintains exchange programs with Berea College and St. Mary's College during winter term and with Swarthmore College during spring term. Selected juniors may spend one term in the nation's capital in the Washington Semester Program administered by American University. This program combines the academic study of politics with an internship in a congressional or executive branch office, an interest group or a non-profit organization. Selected Middlebury students may spend a semester at the Williams College-Mystic Seaport Program in

American Maritime Studies. This program, offered in conjunction with the nation's leading museum of maritime history, offers an integrated program in marine sciences, maritime history and the literature of the sea.

THE MIDDLEBURY COMMUNITY

A Residential College

Middlebury is a residential college. Though a few students may live off campus in a given year, students are normally expected to live on campus and participate in the life of the College. One of the advantages of attending a residential college is that your college experience is much more than just attending classes and commuting home. A residential college like Middlebury is a community, with a multi-talented and diverse student body and a dedicated faculty and staff.

One of the greatest benefits of a residential college is the access that students have to faculty, not just in the classroom but in all sorts of campus settings. Middlebury's faculty is composed of an exceptional group of dedicated teacher-scholars. Approximately 90 percent of the full-time faculty who teach in degree granting programs have received their Ph.D. or the equivalent degree in their field. At Middlebury, students can encounter faculty in their offices, in dining halls, on sidewalks, at a concert or lecture and even at social activities. It is this kind of interaction that makes our intellectual community a rich setting for the growth of the mind and spirit.

In the Fall of 1992, Middlebury embarked on an ambitious new program of residential life called the Commons System. This program grew out of several years of discussions and debate about the principles underlying residential life at the College. These principles assert the importance of links between residential life and the academic programs and mission of the College. They also stress the importance of student involvement in residential life, from the initiation of academic, cultural and social activities to self-governance.

The Commons System groups all of the large student residences into five geographically coherent units named after important figures from the history of the College: founding President Jeremiah Atwater, Professor of American Literature Reginald Cook, Dean of Women Eleanor Ross, student, professor and President Ezra Brainerd and President John Martin Thomas. The residence halls are all co-educational, by wing, by floor section or by corridor. Each Commons has its own budget for social and cultural events and each has its own system of self-governance. Not only do students belong to Commons, but faculty and staff also have the opportunity to affiliate with these groups. Examples of Commons-based activities

range from parties and picnics to faculty-student panel discussions, receptions for visiting speakers and service projects in the town of Middlebury.

Our purpose is the creation of a community of students, faculty and staff, who share common goals of inclusion and respect for one another, of recognition of the diverse talents of the members of the community, and of commitment to the lively intellectual and cultural atmosphere that makes Middlebury special. Indeed, Middlebury takes the principle of inclusion very seriously. Student social organizations, such as single-sex fraternities and sororities, that discriminate on such bases as gender, race, ethnicity or sexual orientation are not consistent with the mission of the College. Students seeking the experiences offered by single-sex fraternities or sororities should look elsewhere than Middlebury College. Middlebury believes firmly that the freedom of association does not include the freedom to discriminate.

In addition to the Commons System, Middlebury also provides opportunities for students to live together in smaller groups in a variety of houses on or near the campus. Some of these houses, like the Environmental House or the Bi-Cultural Center, offer students who share deep commitments to an academic interest the chance to live together. Other houses or residence halls, most notably the Château, are dedicated to students who wish to speak another language or who share an interest in international issues. Still other houses consist of students who wish to live together primarily for social purposes, and a group of co-educational Social Houses that conduct an "open rush," which is essentially a system of self-selecting affiliation.

Student Life

Student life outside of the classroom reflects the rich array of talents among our students. Journalistic and literary interests find a lively voice in the College newspaper, *The Campus*, and in other literary publications. The College's new Center for the Arts has become a hub of activities in the visual and performing arts, with plays, dance performances, concerts and museum gallery talks taking place on an almost daily basis. Many organizations enable students to share an academic interest with the rest of the community, such as the Russian Choir, the Environmental Quality group and the Go Club. Others reflect student interest in political, social or religious issues, such as the African-American Alliance, Amnesty International and the Christian Fellowship. Still others, such as the Mountain Club, enable students to expand their horizons beyond the Middlebury campus. At last count, there were more than eighty student organizations recognized by the student government.

Middlebury also has a very active volunteer service program, for which the College has received national recognition. Over 700 students participate each year in volunteer activities. Some students begin this process through participation in the Volunteer preview program preceding First-Year Student Orientation. In addition to the usual array of community services opportunities, Middlebury has several programs of special interest. The largest program in which Middlebury students volunteer, "Community Friends," was honored by former President George Bush as one of the Thousand Points of Light. This program matches participants with individuals in need in Addison County. A service organization called "Bridges" offers students tutoring opportunities in the local high school. The Commons System also has ties to community service, as witnessed by the growing number of commons participants in "Into the Streets" and "Hunger Cleanup," two events where students coordinate and volunteer to complete community-based projects.

Service opportunities in other parts of the country are available for students during February or Spring break; 1993 will be the second year that Middlebury students have volunteered at the Center for Creative Non-Violence, a homeless shelter in Washington, D.C. This year a second group will go to Boston, where students with both a personal commitment to community service and the study of the Spanish language will be volunteering in schools and agencies that service the Latino community. Still another program is "MatchPlus," a new volunteer program that seeks to take advantage of the diversity of our student body by matching our students with local families with children of color or of international backgrounds.

Social life is another important aspect of student life beyond the classroom. In addition to activities sponsored by members of Commons, the student-run Middlebury College Activities Board has the responsibility for initiating, planning, financing and presenting major programs of interest. Large concerts by well-known artists, semi-formal dances and special lectures or presentations complement MCAB's ongoing program of social activities, comedy clubs and student-faculty receptions. One of the major social events of the year is the Middlebury Winter Carnival, which features not only outstanding ski events, but a round of mid-winter parties, a Carnival Ball, an ice show and nationally-known entertainers.

An inseparable part of a liberal arts education, student self-governance is a central aspect of citizenship in the Middlebury community. As the student Handbook points out, the Student Government Association is the primary vehicle through which students can participate in the formulation of institutional policy affecting academic and student affairs and collectively express their views on matters of general interest to the student body. Student participation on College-wide committees such as the Community Council and the Human Relations Committee provides further avenues for ensuring the vigor of our community. Self-

governance also finds its place in the classroom, where students pledge to follow an honor code that is upheld by the Judicial Council and the Judicial Review Boards.

Athletics

Athletics are an important part of the lives of many Middlebury students. Because the College believes that athletics and developing interests in life-time sports are important parts of a liberal arts education, it provides extensive opportunities for intramural and intercollegiate athletics. Middlebury competes in the NESCAC (New England Small College Athletic Conference) conference along with ten other schools that share a common educational philosophy. This philosophy places primacy on academic achievement and views intercollegiate, intramural and club athletics as a means to developing scholar-athletes and well-rounded individuals.

Among the College's many athletic facilities are: the Middlebury College Snow Bowl; the Rikert Ski Touring Center; an 18-hole golf course; swimming pool; skating-ice hockey rink; and a newly constructed football and lacrosse stadium. The women's intercollegiate program includes: field hockey, soccer, tennis, cross-country, basketball, hockey, alpine and Nordic skiing, squash, swimming, lacrosse and track. The men's intercollegiate program includes: football, soccer, cross-country, basketball, hockey, alpine and Nordic skiing, tennis, baseball, golf, track, swimming and lacrosse. In addition to the intercollegiate program, intramural and club sports play an important role in campus recreation, with a varied program of activities to meet the competitive and recreational needs of all students. Most of the programs are co-ed. Intramural games are scheduled in basketball, track, golf, soccer, lacrosse, tennis, relays, badminton, touch football, volleyball, hockey, softball and swimming. Club sports include: crew, squash, frisbee, martial arts, cycling, water polo, riding, scuba, fencing and separate men's and women's rugby and volleyball teams. These extensive programs and our excellent facilities reflect the College's view that life-time sports are an important part of our students' education and life beyond their four years at Middlebury.

The Middlebury Student

Middlebury students are talented, bright, intellectually inquisitive and engaging young people highly committed to their academic and personal development. Middlebury is often their first choice. Their major reason for enrolling in this small liberal arts college is to gain a general education and to learn more than they know. In a very real sense, students are the lifeblood of the institution. Through strength of character, involvement in one or more co-curricular activities, and faculty/student interaction and academic achievement, students make Middlebury an active and vibrant learning environment. Students are demanding and competitive,

yet they are caring roommates, supportive tutors and motivating mentors to each other.

Middlebury students are first and foremost students and are eager to become authorities in their fields of interest. In the classroom, they are well prepared, engaged and eager to challenge professors. Independent study is pursued with rigor and dedication. Persistent in their desire to learn, students welcome academic challenges and are not strangers to the midnight oil nor to its rewards.

The commonalities of strength should not suggest that Middlebury students are all alike. The representation of backgrounds is broad. Students hail from across the United States and often throughout the world. Cultural, religious, ethnic and racial backgrounds range the spectrum of the peoples of the world. Athletes, ballet dancers, jazz faddists, computer junkies, gourmets and those left-of-liberal to right-of-conservative coexist and interact in this small college environment. We take pride in these differing points of view.

THE MIDDLEBURY COLLEGE CAMPUS

Middlebury College is located on a hill overlooking a small Vermont village and the Champlain Valley, with the Green Mountains visible to the east and the Adirondacks to the west. Most of the College's buildings are constructed of gray limestone or white marble in colonial architecture.

The main campus in Middlebury comprises over 50 buildings on approximately 300 acres of land. The buildings provide laboratories and classrooms, faculty and administrative offices, a language center, an auditorium, a conference center, an art building, a theater, an observatory, a science center, guest houses, an infirmary, a chapel, a student center, a fine arts center, 16 dormitories and 17 residence houses. The College also includes athletic grounds, a golf course and a 3.5 kilometer lighted cross-country ski trail. The Bread Loaf Campus is located 12 miles from the main campus near Bread Loaf Mountain. The mountain campus includes a residential building with a dining hall, the Davidson Library, a theater, 19 cottages and a large barn containing 8 classrooms and a large social room. The Bread Loaf Campus is the site of the Carroll and Jane Rikert Ski Touring Center, a scenic and advanced trail system of over 35 kilometers for cross-country skiing. Located a short distance from the Bread Loaf campus is the Middlebury College Snow Bowl with three chair lifts, ski shelter and fourteen alpine trails and slopes on 763 acres of land.

Academic Facilities

The Middlebury library system is computerized with most of its 677,000 holdings on-line. Access to the library's holdings and circulation and reserve-book system is

possible from many points around campus, including the dormitory rooms of the approximately two-thirds of Middlebury's students who own microcomputers. Built in 1900 and expanded in 1980, the Starr Library contains space for over 600 students, with a computer room, a late-night study area and microfilm and microfiche reading stations. Middlebury has been a selective depository for U.S. Government documents since 1884. The College subscribes to approximately 2,000 periodicals. Special collections include the Abernethy American Literature Collection, with many first editions and manuscripts and a collection of works by Robert Frost; the College Archives; and the Flanders Ballad Collection of traditional New England folk music. The Music Library houses 41,000 recordings, scores and music reference works, along with 20 listening stations (8 of which also have computers), 4 listening rooms and study space. The Science Center Library has approximately 42,000 volumes, including about 300 journals in biology, chemistry, geology and physics. The Science Center's Map Room contains 97,000 maps.

Over 150 Macintosh and IBM personal computers are available for public use. Clusters of machines are located in the Ballenger Computer Center in Voter Hall, the Science Center, Starr Library, Munroe Hall, Gifford Hall, and in Battell and North Dormitories. Students at the public Macintosh clusters can access software and data on central fileservers and on the central VAX computers. Many courses are taught using the network to distribute assignments and class materials. Middlebury is a member both of the worldwide BITnet computer network and the international Internet. These networks combine to provide electronic mail, file transfer capability and remote access to thousands of computers at hundreds of major academic institutions. Students are provided the opportunity to purchase computers through the College resale program at competitive prices.

Numerous classroom buildings and a wide range of well-equipped science laboratories provide the center of academic activity. The College recently dedicated a new Center for the Arts which contains a studio theatre, a dance studio/auditorium, a music library, a 400-seat concert hall and the galleries of the Middlebury College Museum of Art. The Sunderland Language Center includes a language laboratory containing 63 individual listening rooms and a 36-position teaching laboratory. The language laboratory is currently being equipped with multi-media workstations. In the summer of 1992, renovations to the terrace level of the Social Dining Units created the Freeman International Center, containing new space for faculty offices and classroom teaching. Extensive mechanical renovation has recently been completed in the Science Center, and the College is in the early stages of planning for new library, classroom and laboratory space for the sciences.

Athletic Facilities

Memorial Field House contains a gymnasium for basketball, volleyball and badminton, as well as an artificial ice rink, a modern fitness center and training rooms. The Fletcher Field House houses physical education classes and recreational, intramural and intercollegiate sports. It includes tennis, racquetball and squash courts and an indoor track. McCullough Student Center contains the Brown indoor pool for competition and recreation.

Outdoor facilities include 60 acres of playing fields for intramural and intercollegiate competition, as well as 16 outdoor tennis courts and three platform tennis courts. An 18-hole golf course is on campus, as well as a 3.5 kilometer cross-country ski trail that is also used for running and jogging. Middlebury has its own alpine and Nordic skiing areas at the Snow Bowl and on the Bread Loaf Campus.

The Youngman Field and Alumni Stadium opened in 1991 for football and men's and women's lacrosse games. Set along the hillside overlooking the athletic fields, the stadium seats 3200 and has a panoramic view of the nearby Green Mountains.

UNDERGRADUATE ADMISSION

Admission Requirements

Middlebury receives many more applications from qualified students than can be accepted. Thus, admission to Middlebury must be selective and is based upon academic ability and achievement, community citizenship and leadership, character and other personal qualities.

The program and record of each applicant will be assessed on an individual basis. A competitive secondary school program would include:

1. Four years of English

2. Four years of one foreign language (in preference to two years each of two languages)

3. Four years of mathematics and/or computer science

4. Three or more years of laboratory science

5. Three or more years of history and social science

6. Some study of music, art and/or drama

Many candidates whose programs of study differ from that outlined above are admitted each year; it is the overall quality of an applicant's secondary school achievement that is of primary importance.

All applicants must submit standardized test scores to the Admissions Office. Applicants are encouraged to emphasize their strengths by submitting any one of the following:

1. SAT and three Achievement Tests in different areas of study, including one Achievement in English Composition or English Composition with Essay; or

2. five Achievement Tests in different areas of study, including one in English Composition or English Composition with Essay; or

3. the ACT (American College Testing) assessment tests.

In addition, students who have sat for one or more Advanced Placement tests may substitute AP scores on a one-for-one basis for Achievement Test scores in either Option 1 or 2 above.

The majority of students admitted to Middlebury present outstanding academic records: 63 percent of the Class of 1996 graduated in the top 10 percent of their secondary school class, 83 percent in the top one fifth. Applications are welcomed from students whose rank is not in this range if they believe they have a particular contribution to make to the student body.

Admission Deadlines

Early Decision Admission	November 15
First Year Regular Admission	January 1
Transfer Regular Admission	March 1
Admitted Student Reply Date	May 1

Spring Term Admission

Approximately ninety students are offered spring term admission to fill vacancies created by students who graduate at mid-year and by those who study abroad. These "Febs" are selected from the regular applicant pool and are notified of admission at the same time as students admitted for September. Orientation, meetings with faculty advisors and registration are scheduled for the first week in February. Spring semester classes normally begin during the second week in February.

Transfer Students

A very limited number of students are accepted into the sophomore and junior classes. Credits earned are transferable at the discretion of Middlebury College. Transfer students are eligible to apply for financial aid.

Advanced Placement

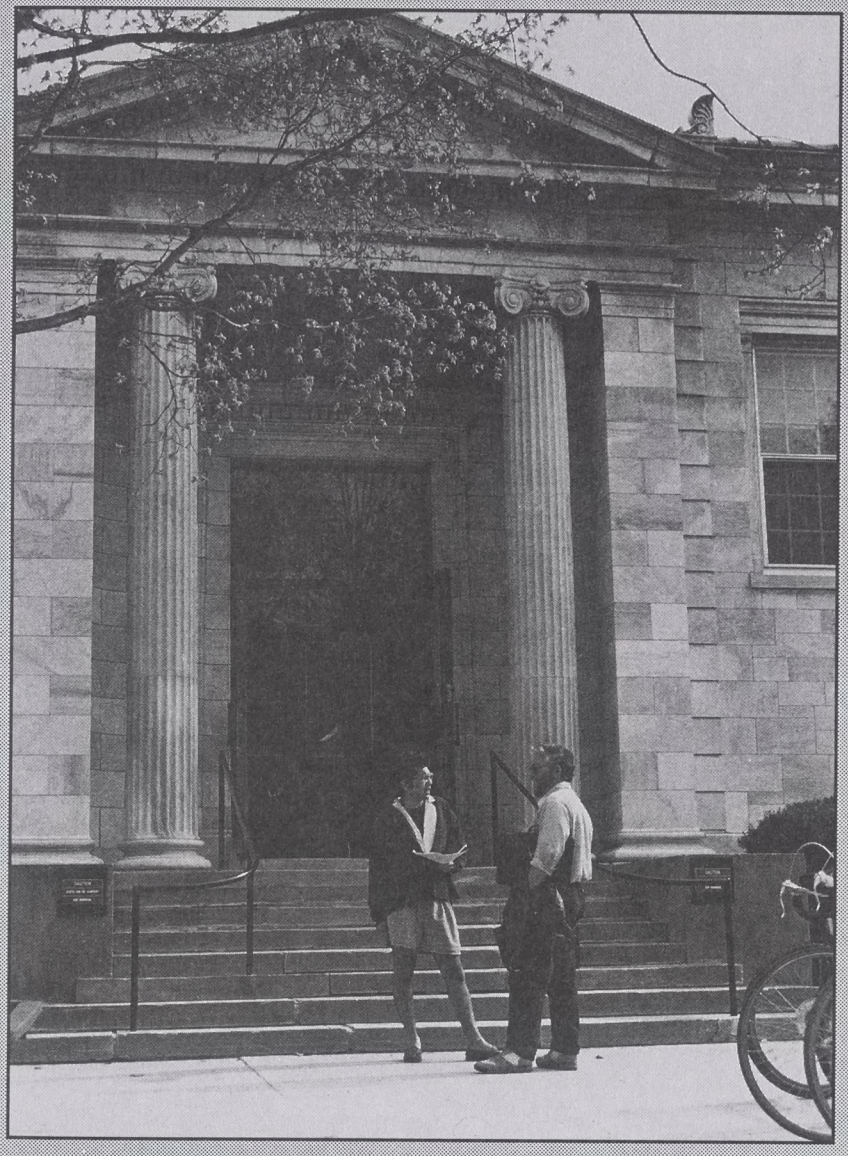
Students wishing to receive college credit for work done while in secondary school may do so through the Advanced Placement Program sponsored by the College Board or by successful completion of an International Baccalaureate (I.B.) program. Advanced Placement scores of 4 or 5 and I.B. scores of 5, 6 or 7 are often awarded credit by Middlebury College. Although college-level courses taken as part of a secondary school program are not normally accepted for transfer, a student taking college-level courses that do not receive secondary school credit may apply for transfer credit.

Admission Information

Those wishing additional information about undergraduate admission may contact:

Admissions Office
The Emma Willard House
Middlebury College
Middlebury, VT 05753-6002

Telephone: 802-388-3711, extension 5153
FAX: 802-388-0258



SECTION II
ACADEMIC PROGRAMS

CURRICULUM

Middlebury College confers one undergraduate degree, Bachelor of Arts. It also confers the graduate degrees Master of Arts, Master of Letters, Master of Science, Master of Modern Languages and Doctor of Modern Languages.

The purpose of the liberal arts curriculum is to give every student a detailed knowledge of at least one subject, and to correlate it with a broad understanding of the liberal arts and the liberal sciences. To achieve the scholarship which this objective implies, students work intensively in one or more departments and complete requirements and electives in fields outside of their specialization.

UNDERGRADUATE WORK

Course Load

The extent of a student's academic work at Middlebury College is reckoned in terms of courses successfully completed. The normal program of study is four courses in the fall and spring terms. Students may register for more than four fall or spring term courses only with specific approval of their advisors and the Dean of Students. Normally, this permission is granted to students who have maintained an average of B or better in the two preceding terms. The Comprehensive Fee remains unchanged for a three–, four–, or five–course program. Seniors may register for five courses without permission. Students registering for a fifth course may do so only during the drop/add period. Independent study in the senior year may count for as many as three course units as a department determines. The course units may be distributed between fall, winter and spring terms. In the winter term, students select one course of concentrated study.

Entering first–year students select their first term program in consultation with their advisors. Final registration for courses occurs after students have been able to attend informational sessions on the various departmental offer-

ings and to take appropriate placement tests. The College Board's Advanced Placement tests may qualify a student either for credit or for advanced standing in a course sequence or both. Determination of credit and/or standing is the prerogative of the academic department. In general, scores of 4 or 5 carry credit as well as standing. Detailed information on the determination of advanced placement credit is provided in the registration booklet distributed to entering students. All entering first–year students must register for a First–Year Student Seminar in their first semester at Middlebury.

Auditing

With advance permission of the instructor, a regularly enrolled student may audit other classes. The instructor establishes the conditions under which the student may audit. A student may request "official audit" status, in which case the course will be recorded on his or her transcript with "audit" noted by the course number. In order to obtain official audit status, the student must make a request to the instructor, and they must agree in writing on the conditions of satisfactory completion. In no case may the student receive credit for auditing.

Non–students may audit courses only with the permission of the instructor and the Vice President for Academic Affairs or his/her designate. In such cases there is no official audit status.

Change of Course Registration

During the first two weeks of fall and spring term, course changes may be made if the student has the signature of his or her advisor, the instructor of the course into which the student wishes to change and the instructor of the course the student wishes to drop. With the signature of his or her advisor and the instructor of the course, a student may withdraw from a course without penalty up to the end of the seventh week of the term. Students may not take fewer than three courses per term without permission of the Administration Committee to become Special Students. The Dean of Students may permit a student to withdraw from a course without penalty for exceptional personal or medical reasons.

ACADEMIC STANDARDS AND REGULATIONS

The College makes available to students copies of the *Middlebury College Handbook* containing detailed information regarding policies and regulations for enrollment, fee refunds, attendance, scholarship, examinations, athletics and student activities. Since these are subject to change from time to time, they are not to be considered as contractual. All students are responsible for a knowledge of and compliance with College regulations.

The College reserves the right to exclude at any time students whose conduct or academic performance is judged by appropriate administrative authorities to be undesirable, without assigning any further reason therefor. In such cases, the fees which are due or which may have been paid in advance will not be refunded or remitted, in whole or in part, and neither the College nor any of its officers shall be under any liability whatsoever for such exclusion.

Grades

When students enter Middlebury College, they become members of an academic community that makes its demands and measures its achievements not so much in terms of time as in terms of the task accomplished. Though they are required to register for a certain number of units each term, their commitment to their education will undoubtedly involve many more hours a week in reading, in laboratory work and in preparation for classes than they will spend attending classes.

Instructors report final course grades to the Dean of Students and do not give them directly to students. Students are responsible for keeping parents correctly and currently informed of their standing and progress. Notices of academic probation and second course warnings are sent to parents. Final grades are sent to students' campus boxes and to parents at the home address at the end of Fall Term. At the end of Spring Term, only one copy is sent to the student at the home address.

Grading and Ranking System

Grades are recorded A, B, C, D and F. Plus and minus designations are used only with A, B and C. D is a probationary grade which, while it records a minimal pass, is regarded as unsatisfactory performance. F is a failure.

(A+ and A 4.0, A– 3.7, B+ 3.3, B 3.0, B– 2.7, C+ 2.3, C 2.0, C– 1.7, D 1.0, F 0)

College Scholar: . . .Grade point average of 3.5 with no grade lower than B– for students taking four or more courses.

Dean's List: . . . . . Grade point average of 3.1 with no grade lower than B– for students taking four or more courses

Probation:. . . . . 2 Ds; 1 D and 1 F; D or F in winter term;
For students completing term with 3 units of credit:
1 D or 1 F

Failure: . . . . . 3 Ds; 2 Fs; 1 F and 2 Ds; 2 Ds and 1 F while on probation;
D or F in winter term while on probation;
3 times on probation;
For students completing term with 3 units of credit:
1 F and 1 D or 2 Ds or a second term in succession of probationary standing.

First–year students who have two Fs and two Cs or better or three Ds and one C or better at the end of their first term will be continued in college on academic probation. Two Ds and 1 F constitute failure. For those taking three courses, three Ds or 2 Fs constitute failure.

Honor Code

Before enrolling at Middlebury College each student must agree to abide by and uphold the Honor System. This agreement is a condition of matriculation. Under the Honor System all quizzes, pre–announced tests and final examinations are unproctored, and at the conclusion of the examination the student writes and signs on the examination booklet the following statement: "I have neither given nor received unauthorized aid on this examination."

All violations of the Honor Code come under the jurisdiction of the Judicial Council which is student managed. Anyone who observes an infraction should report the offense to the Dean of Students' Office. Any infraction of the Honor System is punishable by penalties up to indefinite suspension from the College.

Academic Honors

The College recognizes superior academic achievement in the following ways:

Phi Beta Kappa. The Middlebury Chapter of the Phi Beta Kappa Society is the Beta of Vermont, established in 1868. Students are elected to Phi Beta Kappa by the faculty members of the chapter on the basis of outstanding academic achievement. Students are eligible for election at the beginning of their senior year on the basis of three years' work at Middlebury, or at the end of their senior year on the basis of four years' work at Middlebury. Students graduating from Middlebury who have transferred from other colleges may be elected on the basis of at least two years at Middlebury.

Departmental Honors Program. Students may be eligible for departmental honors upon graduation if they meet certain standards established by the College and the individual department. Honors work usually requires a special project such as a thesis.

These Honors are printed on the Commencement program and will be certified to, when requested, by a written certificate from the Director of Undergraduate Records and the chair of the department, stating the nature and quality of the work done.

Commencement Honors. Commencement honors are awarded for high scholastic rank. Graduation honors are *summa cum laude, magna cum laude* and *cum laude.*

Honorary Appointments. The faculty makes honorary Commencement appointments: to the senior attaining highest rank, the appointment of Valedictorian; to the second in rank, the appointment of Salutatorian. Transfer students are not eligible for these appointments.

Prizes, Scholarships, Fellowships. A number of awards providing honorary or financial recognition of academic achievement have been established. Some of these awards are granted during the student's undergraduate career. Others provide assistance for graduate work. A complete listing of Scholarships, Prizes and Awards is found in Section III of this catalog.

Transfer of Credit

Students may transfer course credits from other institutions only at the discretion of Middlebury College. Students should prepare in advance a "Transfer of Credit" form, requiring approval by the department chair, the student's advisor and the Dean of Students. Acceptance of credit toward the Middlebury degree is contingent upon receipt of this form by the Dean of Students and transcripts from approved educational institutions. Transcripts must be official and sent directly from the institution which granted credit. Grade reports, unofficial, or hand–carried transcripts are not acceptable.

To receive credit the transfer course should normally be above the introductory level at the institution attended and carry at least 3 semester–hour credits or 5 quarter–hour credits. Only courses with a grade of C– or better may be transferred from another institution toward the Middlebury degree. These transfer credits as well as Advanced Placement credits may be used to make up failures, excess D credits and other deficiencies in the student's record; they may also be used to fulfill distribution requirements. Normally, students will not receive Middlebury College credit for junior college courses taken during their junior or senior years. College courses taken in high school applied toward a high school diploma or in a college/high school cooperative program are not transferable.

In evaluating entering transcripts of transfer students, the College grants year–for–year equivalence for students who followed an A.B. program at another accredited four–year college, regardless of the academic calendar followed. Failing grades and Ds at other colleges are not transferable. Transfer students' work will be evaluated on a course–by–course basis to determine the fulfillment of Middlebury departmental and College requirements. The major European Examination Certificates, such as the French Baccalaureate, International Baccalaureate, Swiss Maturité, Artium Examination, British A levels and German Arbitur are normally considered to have a value of one full academic year, if students receive scores which indicate excellent performance. Students who

receive such credit may not then receive credit for Middlebury introductory courses in subjects covered on the examination.

Special Students

With departmental approval, Middlebury students may apply to the Administration Committee for Special Student status in cases of illness or when they need only one or two courses to graduate. Special students are charged by the course and ordinarily may not live on campus.

Adjunct Students

A small number of students, primarily foreign nationals, may be admitted as non–degree candidates. They may take as many or as few courses as desired and may decide whether or not they will receive grades. They pay the full comprehensive fee. The Administration Committee will admit them and oversee their programs.

Veterans

The Dean of Students will consider any special curricular problems of veterans and grant waivers to the usual requirements when circumstances involve such factors as health, extended interruption of education and family responsibilities.

Motor Vehicles

All students are permitted to have or to operate a motor vehicle. All vehicles must be registered with the Campus Security office and parked in assigned lots.

DEGREE REQUIREMENTS

To obtain a Middlebury College undergraduate degree each student must complete a major, a concentration and a distribution requirement of at least two courses in each of four areas. In addition, each student must complete a First–Year Student Seminar at Middlebury and a second writing–intensive course by the end of the sophomore year. Students must also complete a two–unit Physical Education requirement. Transfer students receive a written assessment verifying which of their transferred courses fulfill the above requirements.

Major

Students must choose a major no later than the end of their third semester at Middlebury. Some highly structured programs, particularly those involving study in the foreign languages or the natural sciences, require a declaration of

major by the end of the second semester. In registering for the major program, the student normally consults the chair of his or her chosen department or program. The chair or another member of the department or program serves as the student's major advisor for the student's subsequent years.

In addition to specific courses required for a major, cognate courses may be recommended to further the student's particular academic interests or intentions. Departments offer different programs of Senior Work adjusted both to the nature of the field and to the student's needs. A department may offer as many as three units of senior work outside the regular course pattern. This senior work may consist of independent study and/or general examination, senior seminar or senior course. Students should consult the descriptions of senior work under each department or program for details. The senior work courses may be distributed over fall, winter and spring terms. Where a joint major involving two or more departments is desirable a single program of senior work may be required. Details should be worked out with the department chairs involved.

Should students not be satisfied with their first choice of major they may, before the beginning of the third year, change to another major. Prior to the change, however, they should obtain assurance from the department to which the change is contemplated that they will be able to meet its major requirements. To complete a change in major, a "Major/Advisor Change Form" must be obtained at the Dean of Students' Office, completed, and returned to that office. After the beginning of the third year, students may change majors only for exceptional reasons and with the consent of the Dean of Students.

Specific course requirements for each major are listed under the department or program involved. A minimum of ten fall and spring term courses must be completed in the major. The official majors offered at Middlebury College are:

American Civilization
American Literature
Art
Biology
Chemistry and Biochemistry
Chinese
Classical Studies
Classics
Computer Science
East Asian Studies
Economics
English
Environmental Studies
International Major
International Politics and Economics
Italian
Literary Studies
Mathematics
Molecular Biology and Biochemistry
Music
Philosophy
Physics
Political Science
Psychology
Religion
Russian

French
Geography
Geology
German
History
Independent Scholar
Russian and East European Studies
Sociology–Anthropology
Spanish
Theatre, Dance and Film/Video
Women's Studies

Joint Major: Joint majors are programs that combine portions of two of the disciplines in the above list, arranged on an individual basis with the cooperation and approval of the departments concerned. These joint majors are official only after the required program is approved by an advisor from each department, and is on file in writing with the Dean of Students detailing how the minimum combined total of 14 fall and spring courses will be met. A senior program must combine both majors and be agreed upon by the departments involved.

Double Major: A program in which the student fulfills the complete major requirements of two departments. An advisor from each department is required.

International Major: The International major consists of a non–language and non–literature discipline, and includes a specified number of advanced courses in that discipline taken at one of the Middlebury College Schools Abroad or an approved equivalent. It satisfies the major–and–concentration requirement.

Independent Scholar: Outstanding students with clear educational goals that cannot be fulfilled within the framework of normal departmental requirements may plan their own curricular programs with the assistance of a faculty advisor. They submit their programs to the Independent Scholar Committee for review and approval.

Concentrations

A concentration consists of four or more courses unified by a general principle. It may be departmental or governed by an interdisciplinary theme (e.g., African–American Studies, Environmental Studies, Judaic Studies or Women's Studies).

A student's concentration must consist of courses outside the division of his or her major and must be approved by his or her major advisor before the end of the sophomore year. Courses that count toward a student's major requirement may not also be counted toward a concentration. The student may choose a concentration from those developed by departments and programs, or may choose a self–designed concentration, subject to departmental or program approval. One course in an interdisciplinary concentration may be in a student's major division, but that course must be outside his or her major department.

Students completing joint majors, double majors or interdisciplinary major programs which cross divisional lines are exempt from the concentration requirement. Students completing international majors are exempt from the concentration requirement.

A list of approved departmental, program, and interdisciplinary concentrations will be distributed in a separate publication.

Distribution Requirement

Each student must complete a distribution requirement consisting of a minimum of two courses in each of the four areas: Humanities, Natural Sciences, Social Sciences, and Foreign Languages/Area Studies. The first three of these refer to courses in the corresponding division, while the Foreign Languages/Area Studies designation refers to courses in the Foreign Languages division, the East Asian Studies Program, the Russian and Eastern European Studies Program, and courses in the Social Sciences division on Latin America.

Individual divisions, departments through divisions, or (in the case of Foreign Languages/Area Studies) the division in consultation with other faculty teaching in Area Studies programs, may determine what courses or mixes of courses are appropriate to satisfy the requirement in that area. In the absence of a determination to the contrary, any courses in the division will be deemed appropriate. All divisional adjustments in the distribution requirement must be approved both by the appropriate division and by the Curriculum Committee, which will report to the full faculty.

Courses in the major, in the concentration and writing–intensive courses may be counted toward the distribution requirement. Beginning with the fall of 1991, First–Year Student Seminars no longer count toward the distribution requirement. No student may count a course toward distribution requirements in more than one area.

Courses accepted for credit toward Middlebury graduation requirements, including transfer courses and Advanced Placement credits, may count toward the distribution requirement, provided that they fall within the curriculum of one of the four academic divisions. At least one course counting toward the distribution requirement in each of the four areas must be completed by the end of the sophomore year.

In the Foreign Languages Division, students choosing a course in East Asian Studies, Russian and Eastern European Area Studies or Latin America in partial fulfillment of the requirement must still take at least one course in the Foreign Languages Division. The distribution requirement may not be fulfilled by FR 101 or 102 or SP 101, 102, 103 or 201. Students may count either SP 219 or 220, but not both, toward partial fulfillment of the requirement. In addition to foreign

language courses offered in the departments of Chinese, Classics, French, German, Italian, Russian and Spanish, and in the program in Japanese, the Division of Foreign Languages offers a number of courses in English. See the individual department listings for a description of these courses and when they will be offered.

All regular term courses in the Division of Natural Sciences except BI 111 can be counted toward the distribution requirement.

Beginning in January 1994, Winter Term courses which will count toward the distribution requirement will be identified as such in the Winter Term catalog.

First–Year Student Seminars and Writing–Intensive Courses

First–Year Student Seminars are thematic courses which approach an area of intellectual inquiry from a perspective which attempts to make connections among a number of the traditional disciplines. The First–Year Student Seminars will have an intensive writing component. All entering students will register for one First–Year Student Seminar. The instructor of this seminar will be the first–year faculty advisor for all the students enrolled in the course. Normally, First–Year Student Seminars may not satisfy departmental major requirements.

After completing a First–Year Student Seminar, every student must elect within the next three semesters at least one course designated as a Writing–Intensive course. A Writing–Intensive course taken concurrently with a First–Year Seminar does not satisfy this requirement. For a listing of the Writing–Intensive courses to be offered in 1993–94, see the "College Writing Program" section of this catalogue.

Physical Education Requirement

Each student must complete a two–unit Physical Education requirement unless excused by the Administration Committee. No credit is given for athletic team activity. The Physical Education Program may be completed without charge, although there are fees for certain optional courses (current options include lessons in karate, scuba, riding, alpine skiing and cross–country skiing).

Quantitative Literacy

All Middlebury students are encouraged to take at least one, and preferably two or more, courses in a quantitative area. A partial list of quantitative courses follows. The descriptions of these courses will be found among the departmental listings.

CH 103	Fundamentals of Chemistry I
CH 104	Fundamentals of Chemistry II

CX 103	Introduction to Computers
EC 210	Economic Statistics
EC 211	Economic Statistics: Introduction to Regression Analysis
GG 310	Cartography
GL 112	Environmental Geology
GL 170	Global Tectonics
MA 105	Finite Mathematics
MA 106	Introduction to Statistical Science
MA 112	Calculus I
MU 250	Music Through Electroacoustics
MU 350	Electroacoustic Music Composition
PA 180	Introduction to Modern Logic
PH 109	Newtonian Physics
PS 300	Political Methodology
PY 201	Statistical Analysis
SA 301	The Research Process — Sociology

Division of Foreign Languages

In addition to foreign language courses offered in the departments of Chinese, Classics, French, German, Italian, Russian, Spanish, and in the program in Japanese, the Division of Foreign Languages offers a number of courses in English, which span the boundaries of its separate departments. See individual department listings for a description of the following courses and when they will be offered.

CS 133	Masterworks of Chinese Literature and Civilization
CS 216	Traditional Chinese Fiction
CS 220	Modern Chinese Fiction
CS 225	Classical Chinese Poetry
CS 260	Introduction to Literary Theory and Criticism
CL 121	The Classical Tradition of the Liberal Arts and Sciences
CL 131	History of Classical Greece
CL 132	History of Rome
CL 150	The Ancient Epic
CL 152	Greek Tragedy
CL 175	Greek Philosophy
CL 332	Problems in Ancient History: Civil War
CL 420	Seminar in Classical Literature
CL 450	History of Classical Literature
FR 112	Humanists and Heroes
FR 115	Realism: French Fiction from Stendhal to Proust

FR	120	Women Writers in France
FR	143	The Politics and Culture of the French Resistance
IT	290	Dante
IT	292	Contemporary Italian Women Writers in Translation
JA	216	Traditional Japanese Literature in Translation
JA	220	The Novel and the Novelist in Modern Japan
JA	226	Japanese Fiction: Image and Idiom
JA	350	Women's Writing in Japan: 10th to 20th Centuries
RU	151	Russian Literature's Golden Age (1830–1880)
RU	152	Russian Modernism (1880–Present)
RU	251	Epic, Myth and Ritual in Soviet Literature
RU	351	Dostoevsky
RU	352	Tolstoy
RU	353	Russian Theatre
RU	354	Chekhov
RU	356	Russian Literature of the 60s and 70s

SPECIAL PROGRAMS

Premedical, Predental and Preveterinary Programs. No specific major is required of students wishing to prepare for medical professions. However, students are required to complete the following courses:

BI	185	Organismal Biology
BI	195	Genetics and Evolution
BI	250	Organelles and Cells
CH	103	Fundamentals of Chemistry I
CH	104	Fundamentals of Chemistry II
CH	241	Organic Chemistry I
CH	242	Organic Chemistry II
MA	112	Calculus I
MA	113	Calculus II
PH	109	Newtonian Physics
PH	110	Electricity and Magnetism

One Year of English

Pre–vet students also need bio–chemistry (for example, CH 322), and may have other specific biology requirements. Interested students should begin as first–year students to take biology, chemistry and mathematics consistent with their backgrounds and abilities. All requirements must be completed by the end of the junior year, so students are best prepared to take the Medical College Ad-

missions Test. Interested students should be in touch with the Pre–medical advisor, Professor Bob Osborne (Psychology), soon after their arrival at Middlebury.

Early Assurance Premedical Program. Working in cooperation with a small group of medical schools (e.g., Dartmouth, Rochester, Tufts, the University of Connecticut and the Medical College of Pennsylvania), Middlebury is able to offer to exceptionally well–qualified students the opportunity for acceptance by a medical school at the end of their sophomore year. Candidates for Early Assurance should be absolutely sure that they want to pursue a career in medicine, should be sure of the medical school they wish to attend, and must demonstrate clearly how such a program will benefit them in a significant way. They should be active and productive in extra–academic endeavors, and their academic performance should be outstanding. Those who are selected as Early Assurance candidates will complete their Middlebury B.A. in normal course prior to entering medical school, and, of course, will be expected to maintain high academic standards throughout their Middlebury tenure. For details, contact Professor Osborne (Psychology) as early as possible.

Other Pre–professional Programs. Students may engage in other four–year, pre–professional programs that prepare them for studies in law, business–management, engineering, nursing, forestry/environmental studies, architecture and other disciplines. These students should register as early as possible, and should periodically check their programs with special advisors in the following fields: Law: Professor Murray Dry; Business–Management: Professor David Colander; Architecture and Engineering: Professor Glenn Andres; Nursing: Professor Bob Osborne; Forestry: Professor Steven Trombulak.

Dual Degree Programs. There are two ways to combine three years of study at Middlebury with further study at a professional school and qualify for both the Middlebury degree and the professional degree. These programs are possible with schools of law, business–management, engineering and nursing. With advanced degree–professional programs (e.g., law, business–management), if the student meets specific requirements at Middlebury, he or she is eligible for the Middlebury B.A. upon successful completion of the first year of study at the professional school. In programs in which the candidate earns a Bachelor's level degree in the professional discipline (e.g., engineering, nursing) the student is eligible for the Middlebury B.A. when the professional school degree has been granted. In any case, the recommendation of the Pre–professional Committee to grant the Middlebury B.A. must be approved by the Administration Committee, the Faculty and the Trustees before the degree is granted. The two types of programs are outlined below, and those interested should register with the appropriate faculty member (see above), and should consult with him concerning details of the plans.

1. Formal Plans: Formal agreements for dual degree combined plans are in effect with a limited number of schools of business–management, engineering, and nursing. Candidates for these programs must complete three years of undergraduate study at Middlebury and must be screened early in the junior year by the Pre–professional Committee of Middlebury College. In the case of engineering and nursing, endorsement by this committee leads to automatic admission of the candidate to the professional school. Schools of business management normally serve as their own admitting agents, but require the recommendation of the Pre–professional Committee.

2. Student Initiated Plans: It is possible for a well–qualified student to make arrangements to transfer after his or her third year at Middlebury to a certified school of law, engineering, nursing or school of business–management and become eligible for the Middlebury B.A. In these programs it is the responsibility of the candidate to make all of the necessary arrangements for transfer, and he or she must gain acceptance by the professional school. The Pre–professional Committee will screen all such candidates and shall be responsible for verifying whether or not the professional program is fully accredited, and for determining whether or not all Middlebury requirements have been met. On the basis of this appraisal the committee will recommend or not recommend the candidate for admission to the professional school and for the Middlebury degree. Recommendation by the committee does *not* guarantee admission to the professional school.

Exchange Programs. Middlebury maintains exchange programs with several colleges, including Berea College and St. Mary's College during Winter Term and Swarthmore College during fall or spring term.

American Collegiate Consortium for East–West Cultural and Academic Exchange. An opportunity for a limited number of juniors to study for the entire academic year at a variety of universities in Russia and the other republics of the former Soviet Union. Because of the special opportunities afforded by this program, interested students must begin Russian language study in their first year to be eligible. Participants will be required to demonstrate Russian language proficiency at the advanced level (third year or higher). While in attendance at the foreign university, students will be expected to take courses both in their major and outside of it. Interested students should be in touch with Professor of Russian Thomas Beyer.

Junior Year Abroad. Many opportunities are available for study abroad during the junior year. Interested students should discuss their plans early with their faculty advisors and Dean Karl Lindholm.

Lincoln and Worcester Colleges, Oxford. Up to three juniors majoring in English, history or in a social science and wishing to study English, history or philos-

ophy, politics and economics may be accepted for a one–year program of study at Lincoln or Worcester Colleges, Oxford. Interested students should be in touch with Professor John Wilders (English). Financial aid is available for this program.

Washington Semester Program. Selected students each year spend one term in the national Washington Semester Program administered by American University. Interested students should contact Professor Paul Nelson, Political Science Department. Financial aid is available for this program.

Williams College–Mystic Seaport Program in American Maritime Studies. As many as six Middlebury students a year may spend a semester studying maritime history, literature and culture, as well as oceanography, at the nation's leading maritime museum. Interested students should be in touch with Dean Lindholm. Financial aid is available for this program.

Air Force ROTC Program: Middlebury College students may apply for the Air Force Reserve Officer Training Corps program, given in cooperation with St. Michael's College, Winooski, VT. Interested students should contact the St. Michael's Department of Aerospace Studies at 802-265-2000, ext. 2551.

WINTER TERM

During the month of January, students elect a single intensive program of study. This program may involve independent projects or a course organized by a member of the faculty. Properly qualified students may participate in independent study under the direction of a faculty member, in internship programs involving significant exposure to the fundamental work of an established profession, or in student–led courses, which permit qualified students to construct a seminar on a topic approved and supervised by a member of the faculty. With the exception of first–year students, students may pursue independent projects and internships off campus during winter term.

Each fall the Curriculum Committee publishes a Winter Term catalog. A department may require its majors to take no more than one of its Winter Term courses, in addition to Winter Term senior work, during four years. Winter Term courses are normally graded on an A to F basis. Internships and student–led courses are graded credit/no credit. Independent projects may be graded honors/pass/fail. Students involved in introductory foreign language courses may be required to participate in a continuing program during the Winter Term. Seasonal options and opportunities in Physical Education continue through the Winter Term.

ACCREDITATION

Middlebury College is accredited by the New England Association of Schools and Colleges, Inc., a non–governmental, nationally recognized organization whose affiliated institutions include elementary schools through collegiate institutions offering post–graduate instruction.

Accreditation of an institution by the New England Association indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer group review process. An accredited school or college is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

Middlebury College is also accredited by the Vermont State Department of Education.

COURSES OF INSTRUCTION

Courses numbered 100–199 are usually taken by first–year students; 200–299, by sophomores; 300–399, by juniors; 400–499, by seniors. Schedules are cleared on this basis and conflicts will thus be most easily avoided by taking courses in proper sequence.

All courses are given as term courses with the exception of Senior Work (700) and 500 courses in an Honors program. These course numbers may signify on–going work, and in such event are graded "S" (Satisfactory progress) or "U" (Unsatisfactory). Winter Term independent work (internships and independent projects) is numbered as 600 courses.

At the head of each departmental or program section, the major is described and the requirements for a major in that department or program are stated, together with recommended courses.

Prerequisites to a course are shown in parentheses. Courses not being offered in 1993–94 are bracketed. Abbreviations include: Lab, laboratory period; Lect., lecture period.

The College reserves the right, without further notice, to cancel any courses herein described, or to make any other changes in staff, fees, and courses which may be deemed necessary.

Spring term offerings listed for 1993–94 may be incomplete. Departments and programs may be consulted about the possibility of other courses. Information on Winter Term courses and First–Year Student Seminars will be published and distributed separately.

COLLEGE WRITING PROGRAM

Because the ability to express oneself clearly and thoughtfully in writing is integral to a liberal arts education, Middlebury is committed to a program of writing instruction across the curriculum. At all levels of instruction within courses in nearly all departments, writing is used as a tool for learning and for sharing knowledge. Because of this commitment to writing, all academic departments at the College participate in the College Writing Program, offering "writing intensive" courses.

During their first and second years, all Middlebury students are required to take at least two courses designated as writing intensive. The usual sequence for these courses is a First–Year Student Seminar in the first semester and a College Writing course, selected from a wide range of offerings, in the second, third or fourth semester.

Some students may desire work on refining basic writing skills at the beginning of their college careers. They may elect to take a Writing Program course, WP100 or WP101: The Writing Process (see description below) concurrently with the First–Year Seminar or in their second semester. These courses do not satisfy the College Writing requirement, but do provide an opportunity for extensive individual work on the student's writing skills.

All writers benefit from feedback on work in progress. At the Gifford Writing Center students can schedule individual tutorial sessions with experienced tutors trained to assist them at any phase of a writing assignment.

Transfer students should consult with the Director of the College Writing Program to determine which of the writing intensive requirements (if any) they have satisfied through coursework at another institution. In general matriculated students have to complete the courses for the College Writing Program at Middlebury.

WRITING PROGRAM COURSES

WP 100 The Writing Process Fall
A writing workshop designed for students who would like extra work on basic skills and for students for whom English is a second language. We will concentrate on the processes involved in writing: from freewriting about a topic to creating and supporting arguments; from revising drafts to polishing a final version. Grammatical issues will be discussed. This course does not fulfill the College Writing requirement. (permission of instructor)
Ms. Ganley, Mrs. Pack

WP 101 The Writing Process Spring
A continuation of WP 100 above.
Ms. Ganley

THE FIRST WRITING INTENSIVE COURSE: FIRST–YEAR STUDENT SEMINARS

For course listing, see First–Year Student Seminar Program.

THE SECOND WRITING INTENSIVE COURSE: COLLEGE WRITING COURSES

After completing a First–Year Student Seminar but before the end of the sophomore year, every student must elect at least one course designated as a College Writing course. A College Writing course taken concurrently with a First–Year Student Seminar does not satisfy this requirement.

The College Writing courses are designed to continue developing and improving the skills of written communication addressed in the First Year Student Seminars. They are taught in sections of limited enrollment and require frequent or extensive written assignments which are often carried through the process of revision. The College Writing courses include discussion of both particular and general problems of writing and may include individual conferences on writing. Satisfactory completion of one of these College Writing courses is a graduation requirement. Students who have completed one College Writing course may elect a second, different course in the Program, space permitting. In 1993–94, the courses that satisfy the requirement include those listed below. For full descriptions see the entries under individual departments of instruction.

COLLEGE WRITING COURSES FOR 1993–1994

Additional College Writing courses are normally offered during the Winter Term. For a listing of these courses you should consult the Winter Term Catalog.

COLLEGE WRITING PROGRAM

Under exceptional circumstances, students may work with their instructor to create a special writing section for a course not listed as a College Writing course to satisfy the requirement for a second writing course. This normally involves significant additional individual instruction on the writing process. Such special arrangements may only be made with the approval of the Director of the College Writing Program. The details of the arrangements, including the approval from the program director, must be finalized before the end of the add period for the semester in which the special arrangement is being proposed.

AMERICAN LITERATURE AND CIVILIZATION

AC 103	Introduction to American Civilization (CW)	Spring
AL 103	Reading American Literature (CW)	Fall
AL/AC 150	Introduction to American Literature and Civilization (CW)	Spring

BIOLOGY

BI 111	Writing on Nature (CW)	Fall
BI 370	Animal Physiology (CW)	Spring

CHEMISTRY

CH 170	Chemistry for Citizens (CW)	Spring

ECONOMICS

EC 155	Introductory Economics (Micro) (CW)	Spring

ENGLISH

EL 107	Journal and Essay (CW)	Fall, Spring
EL 163	Writing Fiction and Nonfiction (CW)	Spring
EL 173	Writing Poetry and Fiction (CW)	Fall
EL 204	Chaucer, Shakespeare, Milton (CW)	Fall, Spring

FRENCH

FR 229	Introduction to French Prose (CW)	Fall, Spring

GEOGRAPHY

GG 100	Geography: A Modern Synthesis (CW)	Fall, Spring
GG 160	Natural History and Environments of Vermont (CW)	Fall

GEOLOGY

GL 201	Bedrock Geology of Vermont (CW)	Fall

HISTORY

Limited places available in the following courses for students to satisfy the College Writing requirement; ***by arrangement only***

HI 203	United States History: 1492–1861	Fall
HI 204	United States History: 1861–1960	Spring
HI 212	Modern East Asia	Spring
HI 226	Modern Africa	Spring
HI 237	Classical Islamic History	Fall
HI 238	Modern Middle East History	Fall
HI 245	History of Modern Europe: 1800–1900	Fall

JAPANESE

JA 226	Japanese Fiction: Image and Idiom (in English) (CW)	Fall

PHILOSOPHY

PA 150	Introduction to the Philosophical Tradition (Section B)	Fall
PA 351	Theory of Knowledge (CW)	Spring

PHYSICS

PH 201	Relativity and Quantum Physics (CW)	Fall

POLITICAL SCIENCE

PS 212	Political Parties and Presidential Elections (CW)	Spring

RELIGION

RE 201	Jews and Judaism (CW)	Spring

SOCIOLOGY

Limited places available in the following courses for students to satisfy the College Writing requirement; ***by arrangement only***

SA 304	Women, Culture and Society	Spring
SA 335	Chinese Society and Culture	Fall

THEATRE

TH/EL 240	Screenwriting Workshop I (CW)	Fall

AMERICAN LITERATURE AND CIVILIZATION

Professors: Stephen Donadio, John McWilliams (on leave all year) *Associate Professor*: Brett Millier (Chair) *Assistant Professors*: Karl Lindholm, Kenneth Myers, Nancy Schnog (on leave all year), Timothy Spears

The department offers two different majors, one in American Literature and one in American Civilization, each of which has its own set of requirements and its own director. The American Literature major, directed by Professor Millier, provides an opportunity for the intensive study of American literature in the context of American history or of creative writing. The American Civilization major, directed by Professor Spears, involves the study of a wide range of developments in American culture. Students who major in American Civilization will ordinarily take courses offered by at least five different departments.

Students interested in pursuing studies in the Department of American Literature and Civilization should choose one of the two majors by the end of their sophomore year. Transferring from one major to the other is permissible so long as the student is prepared to meet the requirements for the new major.

AMERICAN LITERATURE

An American Literature major is expected to develop an understanding of the nation's principal writers and literary movements as they have developed historically. Emphasis is upon the study of individual authors in the broader context of the development of American culture from its colonial origins to the present day.

Requirements for the major: Fourteen courses for all majors, including AL 201, 202, and 203, AL 450, four other one semester literature courses in the department, and the two seminars in the Senior Program. The remaining four courses may be fulfilled in one of two ways. Students pursuing the study of American literature in its historical context will take two courses in American History (one with AP credit) and two courses in a non–American literature (EL 204 and EL 213 are especially recommended). Students who wish to pursue a creative writing specialization may take any four courses in the creative writing sequences offered by the English Department.

The Senior Program for American Literature majors consists of a fall term seminar (AL 704), and a winter term review seminar culminating in a one–hour oral general examination. The oral examination is based upon a list of readings required of all majors.

Honors Program: Departmental Honors are awarded on the basis of a senior thesis. To qualify as a candidate for Honors, one must have had an average of B+ or better for all courses required for the major. During the spring of the junior year, in consultation with a faculty advisor and with departmental approval, the student will select a topic for independent investigation. During the senior year, he or she will take AL 700 (Senior Research) in the fall and spring semesters; theses are due in April. American Literature majors who choose Creative Writing theses will be supervised by the faculty in Creative Writing.

There is a one–hour oral defense of the completed thesis. For analytical theses, one of the three examiners will ordinarily be from outside the American Literature and Civilization Department. For theses in creative writing, one of the three examiners will be from within the American Literature and Civilization Department. Highest Honors will be granted for a grade of A, High Honors for a grade of A– and Honors for a grade of B+. For Departmental Honors at graduation, a student must have both a final average of at least B+ for all course work required for the major, and a minimum of B on the General Examination.

COLLEGE WRITING PROGRAM:

AL 103 and AC 103 and two sections of AC/AL 150 satisfy the College Writing requirement.

AL 103 Reading American Literature (CW) Fall

This course is designed to help students develop the ability to read closely and to write about American poems and short stories. We will explore a range of critical methodologies, literary forms, and kinds of metaphoric language, keeping in mind the cultural and historical context that produced each author and work. Open to first–year students and sophomores only. Recommended for prospective American Literature majors. Staff

AL/EL 113 Visions of Nature Spring
See English listings for description.
Mr. Elder

AL/AC 150 Introduction to American Literature and Civilization (CW) Spring
This course examines significant American written works through a double lens, combining the perspectives of the literary critic and the cultural historian as different ways of understanding the same text. Lectures will present presumably separable perspectives; in discussion sections we will attempt to reconcile them. The course will be organized around large issues in American culture, such as the myth of self–making, the frontier, kinds of civil war, modernization and urbanization. Limited to 60 students. Two of the four sections will satisfy the College Writing requirement.
Ms. Millier and Mr. Spears

AL 201 American Literature: 1620–1830 Fall
A study of the growth of American literature, including Native American and Black voices, from the time of European exploration through the Puritan and Revolutionary periods to the era of the early Romantic authors. Emphasis on Bradford, Taylor, Edwards, Franklin, Irving, Cooper and Poe. Open to all majors in American Literature and Civilization. Limited to 70 students. (First–year students admitted with instructor's permission during the first week of classes.)
Mr. Myers

AL 202 American Literature: 1830–1865 Fall
A study primarily of the six authors who comprise the American Renaissance: Emerson, Thoreau, Hawthorne, Melville, Whitman and Dickinson. Open to all majors in American Literature and Civilization. Limited to 70 students. (First–year students admitted with instructor's permission during the first week of classes.) Ms. Millier

AL 203 American Literature: 1865–1940 Spring
A study of the major authors of the period, including Twain, James, Stephen Crane, Dreiser, Henry Adams, O'Neill, Frost, Eliot, Stevens, Hemingway, Fitzgerald and Faulkner. Open to all majors in American Literature and Civilization. Limited to 70 students. (First–year students admitted only with instructor's permission during first week of classes.)
Mr. Spears

[AL 240 American Autobiography]

AL 260 American Women Writers Spring
An introduction to American women's fiction from 1800 to the present. Writers' preoccupations with the female self, desire, creativity, and liberation will be explored in works by Stowe, Chopin, Wharton, Cather, Didion and Morrison. Additional readings in women's history and culture will enable us to explore shifting ideologies of 'women's nature,' the long-standing tensions between women's private and public self–definitions, and the rise of political feminism. Staff

[AL/LS 300 The Historical Novel]

[AL 301 The American Novel: I]

AL 302 The American Novel: II Spring
The development of the American novel in the first half of the twentieth century, including fiction by Dreiser, Cather, Hemingway, Fitzgerald, Dos Passos, Faulkner, West, Wright and Bellow. (Open to juniors and seniors)
Mr. Donadio

[AL 306 American Poetry: 1620–1920]

AL 307 American Poetry: 1920–Present Spring
The poets given primary attention in this course will be Robert Frost, Wallace Stevens and William Carlos Williams, but exemplary poems by other poets—Robinson, Eliot, cummings, Moore, Crane, Roethke and Bishop—will also be examined. Consideration of the themes of celebration and lamentation, and the confrontation with the concept of existential nothingness, will inform our reading of the poets of this period. Mr. Pack

[AL/EL 309 Contemporary Literature (IV)]

[AL/EL 312 Modern Poetry (IV)]

AL 340 Regionalism: Canadian Literature Spring
To paraphrase the Hollywood adage: boy meets girl in New York and we have a story;

boy meets girl in Winnepeg and who cares? Increasingly, the literary world cares, as Canadian literature has distinguished itself from its American and British cousins and become a recognizable national literature of its own. What cultural snd ideological assumptions did Canadian settlers bring with them? What new culture has emerged from their experiences of a vast new world? We will consider works by such Canadian and Quebecois writers as Margaret Atwood, Guy Vanderhaeghe, Michael Ondaatje, Alice Munro, Robertson Davies, Mordecai Richler, Roch Carrier, Alistair Macleod and W. P. Kinsella. Ms. Millier

AL 355 African-American Narrative Fall

An introduction to major prose fictions in the African–American literary tradition. Novels to be read will include James Weldon Johnson's *Autobiography of an Ex–Coloured Man*, Zora N. Hurston's *Their Eyes Were Watching God*, Jean Toomer's *Cane*, Richard Wright's *Native Son*, Ralph Ellison's *Invisible Man*, Ishmael Reed's *Mumbo Jumbo*, and Toni Morrison's *The Bluest Eye*. Mr. Myers

[AL 356 Literary Representations of African–American Slavery]

[AL 370 American Moderns and Post–Moderns]

AL 450 Seminar in Major Authors: Hemingway and Fitzgerald Spring

Intensive study of a single author or two closely related authors. Readings will include secondary sources, and a lengthy term paper will be required. Space permitting, AL 450 is open to non–majors. AL 450 may be taken twice for credit. Mr. Donadio

AL 500 Special Research Fall, Spring

Individual research upon a topic not covered in regular offerings. (Permission of the instructor is required.) Staff

AL 700 Senior Research Fall, Spring

Required of seniors who are candidates for departmental honors. In order to complete thesis requirements, students will take AL 700 during both semesters of their senior year. Staff

AL 704 Senior Seminar Fall

Group discussion of selected works of twentieth–century fiction and poetry drawn from the required reading list for majors. Both oral presentations and written work will be required. Ms. Millier

N.B. During winter term, all senior majors will take a review seminar culminating in an oral general examination to be held at the end of January.

AMERICAN CIVILIZATION

Majors in American Civilization are expected to develop a broad awareness of a wide range of developments in the nation's cultural life. This major offers the possibility of an interdisciplinary approach to the study of American culture as that culture manifests itself in significant historical events, in institutions, in the arts, and in general philosophical ideas and values.

Students are expected to achieve range and depth in their studies by completing specific courses in the various participating departments (see Section I below). They are further expected to integrate and focus their studies: first, through advanced work in a Major Field (see Section II); and second, through the American Civilization Seminars and the Senior Essay or Honors Thesis (see Section IV).

Before deciding to major in American Civilization, a student should seriously consider that an interdisciplinary major is likely to be more, not less demanding, than majoring in a single discipline. No student should become an American Civilization major simply because of a desire to take a few courses in many departments. The major requires the maximum number of courses that the College allows. Initiative and self–direction are expected of students in the American Civilization Program, especially in planning their courses and in writing a senior thesis.

Mr. Spears is the director of the major in American Civilization. Students seeking information or advice concerning the major should consult him or any of the following advisors: Ms. Bellows (History), Mr. Cornwall (Economics), Mr. Davis (Political Science), Mr. Donadio (American Literature and Civilization), Mr. Ferm (Religion), Ms. Mayer (Geography), Mr. Perry or Mr. Grindon (Theatre, Dance and Film/Video), Mr. Wilson or Mr. Andres (Art). Students who major in American

Civilization are encouraged to seek the advice of faculty outside of the department.

Note: Eighteen courses in the five categories listed below are required for the major. No more than two winter term courses may count toward the major, senior thesis work excepted. Since the program of study is interdivisional, students majoring in American Civilization are not required to take a College concentration.

REQUIREMENTS FOR THE AMERICAN CIVILIZATION MAJOR

I. Courses required of all students (6)

1. HI 203 United States History: 1492–1861
2. HI 204 United States History: 1861–1960
3. AL 201 American Literature: 1620–1830
4. AL 202 American Literature: 1830–1865
5. PS 102 The American Political Regime
   or
   PS 104 Introduction to American Political Processes
6. AC 220 Topics in American Civilization
   or
   AC 330 Studies in American Civilization

Students who receive advanced placement credit in American History will be expected to substitute a 300 or 400 level American History course for either HI 203 or HI 204.

II. Major Field (4)

In addition to the six required courses, students will choose four courses from a single department (e.g., History, Political Science, American Literature) that pertain directly to American Civilization. Students may also petition for approval of a self–designed Major Field. A self–designed Major Field, constructed either thematically or chronologically, must be approved by the end of the first week of the fall semester of the junior year.

III. Another Culture (2)

Students must select two courses which concern a single culture outside the United States (e.g., HI 404 Stalin and Stalinism and RU 152 Russian Modernism or PS 223 Latin American Politics and SP 130 Latin American Literature). In considering topics for senior essays and senior theses, American Civilization majors are encouraged to develop a topic that compares an aspect of life in the United States with the same aspect of life in another culture.

American Civilization majors must fill out a form specifying the four courses in the Major Field, the two courses in Another Culture and the two or three electives (see section V. below). This form must be approved by Mr. Spears no later than the fall semester of junior year.

IV. Advanced Studies (3–4)

AC 400 Junior Seminar in American Civilization Fall

AC 700 Senior Essay Fall
or
Senior Honors Thesis Fall, Winter

AC 704 Senior Seminar in American Civilization Spring

Note: To qualify to write a thesis, a student must have had an average of B+ or better for courses taken to fulfill requirements for the major.

V. Electives (2–3)

Students must take two or three courses which concern any aspect either of American Civilization or of the other culture chosen to fulfill section III. Students who write senior essays will choose three electives; students who write honors theses will choose two.

COLLEGE WRITING PROGRAM:

AC 103 satisfies the College Writing requirement.

AC 103 Introduction to American Civilization (CW) Spring

For course description, see the supplement to the *Catalog*. Staff

AC/AL 150 Introduction to American Literature and Civilization (CW) Spring

This course examines significant American written works through a double lens, combining the perspectives of the literary critic and the cultural historian as different ways of understanding the same text. Lectures will present presumably separable perspectives; in discussion sections we will attempt to reconcile them. The course will be organized around

large issues in American culture, such as the myth of self–making, the frontier, kinds of civil war, modernization and urbanization. Limited to 60 students. Two of the four sections will satisfy the College Writing requirement.
Ms. Millier and Mr. Spears

AC 220 Topics in American Civilization Fall
See the *Catalog* supplement for the title and description of this course. Staff

AC/TH 231 Film History Spring
See Theatre, Dance and Film/Video listings for description. Mr. Grindon

AC/TH 236 Television in American Culture Fall
See Theatre, Dance and Film/Video listings for description. Ms. Projansky

AC 330 Studies in American Civilization Spring
This course studies the experience of young Americans during the Vietnam War from 1964 to 1975. Against a background of political and military history, we will examine the personal drama and meaning of the war as expressed in literature, film and individual experience, including the impact of the war on Middlebury College students. Mr. Lindholm

AC 400 Seminar in American Civilization (Junior Year): The Emergence of Consumer Culture Fall
By the 1920's, advertising, salesmanship, and consumption seemed the foundations of American prosperity. But while some Americans welcomed the triumph of modern business enterprise, others lamented the power of the marketplace and condemned the impact of commercial customs on national values. Topics to be studied will include the rise of the corporation, the impact of the market on literary production, and the emergence of a leisure economy. AS 400 serves as an introduction to the kinds of interdisciplinary inquiry involved in the American Civilization major.
Mr. Spears

AC 500 Independent Study
Fall, Spring
Staff

AC 700 Senior Essay/Senior Thesis
Fall, Winter
For students who have completed AC 400. Under the guidance of one or more faculty members, each senior will complete research leading toward either a one–term, one–credit interdisciplinary senior essay or a two–term, two–credit interdisciplinary honors thesis on some aspect of American culture. Only students who have a B+ average in courses taken for the major may write an honors thesis. The essay is to be submitted no later than the last Thursday of the fall semester; the thesis is to be submitted no later than the last Thursday of winter term. Staff

AC 704 Seminar in American Civilization (Senior Year): Issues and Their Past Spring
1994 topic to be determined in the fall of 1993 by Professor Myers and the senior AC majors. (Open to non–majors with prior permission of the instructor.) Mr. Myers

ART

Professors: Glenn Andres, David Bumbeck, John Hunisak, Eric Nelson, Christopher Wilson *Associate Professors:* James Butler, Kirsten Powell *Assistant Professors:* Cynthia Atherton, Judith M. Barringer, Suzanne Bocanegra, John Huddleston *Artists–in–Residence:* Maria Magdalena Campos–Pons *Instructors:* Kymberly Pinder

The Art Department is dedicated to the idea that the study of the visual arts (both in studio and in art history) can serve as a rewarding framework for building a liberal arts education.

Required for the major: Beginning work is required in both areas of the department: AR 101, AR 102 and AR 103 (and/or an upper level non–western art course) or AR 104 (Art History Surveys) and AR 209, AR 210 (Studio Art I and II). Satisfactory completion of these courses qualifies a student for the major, which may then be completed in any of three ways:

Art History Emphasis: At least four additional courses in art history distributed among several historical periods or traditions and to be taken at a mix of levels i.e. 200, 300, 400. An art history seminar is required of all art history majors before enrolling in AR 700 (fall of senior year) and AR 710 (senior thesis, winter and

spring terms). *Recommendation:* Graduate schools of art history and classical archaeology require students to pass reading examinations in two foreign languages.

Studio Emphasis: Six additional studio courses and two additional courses in the history of art. Seniors who have demonstrated their ability to work independently may apply by portfolio review to do a year of senior work (AR 720, 3 course credits) culminating in a spring exhibition.

Architecture Emphasis: Two additional courses in the history of art (it is strongly recommended that these deal specifically with issues of architecture, urbanism, or contemporary art), two additional studio courses, and two terms of AR 730 (senior work), during fall and winter, in architectural design. *Recommendation:* Graduate schools of architecture expect candidates to have taken two semesters each of math and physics.

Honors: B+ or higher in senior work, plus cumulative departmental average (including senior work) of 6.3 or higher. Categories of honors are based upon cumulative departmental averages as follows:

3.1 or higher	Honors
3.5 or higher	High Honors
3.7 or higher	Highest Honors

Teacher Training: Students interested in teacher training in art should consult with the chairmen of the Teacher Education Program and the Art Department.

International Major: AR 101, AR 102 or 103, AR 700, at least one course relating to the art of the language country; two art history courses at a Middlebury School Abroad or an approved equivalent; senior thesis and an advanced course in the Language Department. Minimum of ten courses.

AR 101 History of Art I: Ancient to Renaissance Fall

An historical survey of western art (painting, sculpture and architecture) from the prehistoric period to the Early Renaissance in Italy and Northern Europe. Topics to be addressed include the art and architecture of Egypt, Greece and the Roman empire, and the early Christian, Byzantine, Romaneque and Gothic periods. This course will survey major monuments and ideas, and provide tools for approaching and dealing with those monuments in a critical fashion. Two lectures and one discussion section per week.

Ms. Barringer

AR 102 History of Art II: 1400 to the Present Spring

A continuation of the historical survey of western art (painting, sculpture and architecture), from the Renaissance through the modern era. This course will present not only major historical movements and monuments, but also examine the intellectual and critical issues that they embody. Three lectures and one discussion per week. (AR 101 recommended but not a prerequisite) Mr. Andres

[AR 103 History of Art III: Introduction to Asian Art]

[AR 104 History of Art IV: "Primitive" Art]

AR 190 Monuments and Ideas in the History of Art Fall

This course is designed for those students who might be curious to learn about art and art history, but do not wish to take one of the chronogical survey courses. Instead of comprehensive coverage of eras or movements, the focus will be on individual monuments (buildings, paintings, works of sculpture) chosen from various cultures and historical means of investigation used to comprehend them as objects and delve into their meaning as cultural manifestations. Two lectures, one discussion.

Mr. Hunisak

[AR 200 Renaissance Architecture]

AR 201 The Dawn of a New World: The Painting and Sculpture of Renaissance Florence Fall

An examination of Florentine painting and sculpture from Giotto to Michelangelo with an emphasis upon leading masters seen in their artistic, intellectual, historic, and religious context. Among the artists to be considered are Giotto, Ghiberti, Brunelleschi, Massaccio, Alberti, Donatello, Botticelli, Leonardo da Vinci, and Michelangelo.

Mr. Wilson

AR 202 Modern Art Fall

A survey of painting and sculpture from Post–Impressionism to the 1970's. In addition to study of the artistic development of major figures and movements, attention will be paid to the political, social and literary contexts to which the masters of modernism belong. Emphasis will also be placed on artists' and

critics' statements about developments in modern art. Ms. Powell

AR 203 Introduction to Indian Art: From the Indus Valley to the British Raj Spring

This course will examine the rich artistic heritage of the Indian subcontinent from its ancient roots up through the period of British rule. We will cover a broad spectrum of artistic expression, ranging from ancient nature cults to Hinduism, Buddhism, & Islam. Special emphasis will be given to an understanding of how the sculpture, architecture and painting express religious, cultural and social aspects of ancient India. Themes explored will include: religious and imperial iconography, methods of expressing the divine, narrative techniques, aesthetics, the role of the text and the impact of the West. Ms. Atherton

AR 205 Painting and Sculpture of Nineteenth-Century Europe Spring

During the nineteenth century, Paris was the capital of the art world, and the structure of this course will be based upon that central, undeniable fact. From the revolutionary 1780s until the Exposition Universelle of 1900, we will consider nineteenth–century painting and sculpture primarily as a Parisian phenomenon, with detours to other countries and cultural centers whenever appropriate.

Mr. Hunisak

[AR 207 American Painting: 1750–1900]

[AR 208 Twentieth–Century American Art]

AR 209 Studio Art I Fall

A complete and thorough basic drawing course. Mediums used will be pencil, charcoal, conte crayon and pastel. Work will be done from observation and invention. Line, perspective, value, composition and introduction to color will be discussed. Assignments will involve students not only with the formal and technical aspects of drawing, but also with the idea of drawing as an individual means of expression. No prior drawing experience is assumed or expected. Required of all art majors. Junior and senior non–majors will be wait–listed in the order of their requests at registration and places assigned to them after art majors have been accommodated. Students are required to take AR 210, in order to receive credit for AR 209. Each section limited to 20 students. Mr. Bumbeck, Mr. Butler, Mr. Nelson, Mr. Huddleston, Staff

AR 210 Studio Art II Spring

A continuation of AR 209 which is split into two six–week segments. In the first segment we will introduce three–dimensional concepts with the media of clay, cardboard, plaster and mixed materials. In the second segment we will introduce applied color theory through the medium of acrylic paint.

Mr. Huddleston, Ms. Bocanegra, Mr. Nelson, Mr. Bumbeck

AR 211 American Design Spring

A history of architecture and the minor arts in America from its colonization through the mid–20th century. Mr. Andres

[AR 212 Roman Architecture]

AR 213 Roman Painting and Sculpture Spring

A survey of Roman wall painting and sculpture during the Roman Imperial period. Questions of political motivation, social status, and Greek influence will be examined. Special emphasis will be given to historical and political developments. Ms. Barringer

[AR 214 Gods, Heroes and Mortals: A Study of Ancient Greek Myth and Art]

[AR 216 Art of the Middle Ages]

[AR 218 History of Photography]

[AR 220 The Art of the City]

AR 221 Art of the Golden Age of Greece Spring

A survey of the major monuments of Greece from the Geometric, Archaic, Classical and Hellenistic periods. Special attention will be given to historical context, and to parallel developments in religion and literature.

Ms. Barringer

[AR 222 Buddhist Art: The Journey of the Three Jewels]

[AR 223 The Legacy of Alexander the Great: Hellenistic Greek Art]

AR 224 Art of Japan Spring

This course will provide a survey of the varied and rich artistic heritage of Japan from its most ancient manifestations in the Jomon period to the late nineteenth century. We will focus in particular on the development of the pictorial and sculptural traditions, but will also consider the decorative and craft traditions in some detail. Topics to be investigated include: native traditions; the impact of Chinese civilization; the development of Buddhist painting, sculpture and architecture; narrative handscrolls; the arts of the Zen Buddhist sect; courtly traditions; woodblock printing; and the influence of the West. Ms. Atherton

AR 225 African–American Art: 1800–present Fall

A survey of black artists in America from the nineteenth century traditionalists Edward Bannister and Henry O. Tanner to the modernists Jacob Lawrence and Romare Bearden and contemporaries Adrian Piper and David Hammons. We will study how these painters, sculptors and crafts people in the last two centuries have used their art to define themselves as both people of African descent and as Americans. We will also consider the significance of African–American art's folk art legacy and how such factors as patronage and the art market affected black artists' careers and their work. Ms. Pinder

[AR 301 Modern Architecture]

[AR 302 Baroque Art: Painting, Sculpture and Architecture of Seventeenth–Century Rome]

AR 303 Northern Renaissance Art: 1300–1600 Spring

A survey of painting, sculpture and architecture from Germany, France, the Netherlands and Spain. Looking at such artists as Albrecht Durer, Rogier van der Weyden and Pieter Brueghel, we will explore what made their art specifically "Northern" and how the rapidly evolving social and economic atmosphere played a role in the formation of such an eclectic genre. We will also examine issues such as perspective, symbolism and the North's relationship to contemporary Italian movements. Ms. Pinder

[AR 304 Northern Baroque Art]

AR 305 Rome and Venice: Renaissance Painting and Sculpture Spring

The Renaissance may have been born in Florence, but by the later 15th century Rome and Venice rivalled, and sometimes surpassed the artistic achievement of Florence. This course will investigate painting and sculpture produced in the papal capital and "most serene republic" during the 15th and 16th centuries, and the interdependence between historical situations and artistic creation. Mr. Hunisak

[AR 306 Masterpieces of Chinese and Japanese Painting]

AR 309 Painting Fall

Painting with the emphasis on structuring of pictorial space in representational and non–representational or abstract conceptions. Use of new and traditional media. Limited to 15 students. (AR 209 and AR 210) Mr. Butler

AR 310 Painting Spring

A continuation of AR 309. Ms. Bocanegra

[AR 311 The Home of the Heroes: The Art and Archaeology of the Aegean Bronze Age]

[AR 313 Masterpieces of Japanese Painting]

AR 315 Printmaking Fall

Studio instruction in traditional and contemporary methods of intaglio printmaking. Critical emphasis on monochrome imagery augmented by extensive slide lectures providing the student with a thorough background in recent developments in the intaglio media. Limited to 15 students. (AR 209 and AR 210) Mr. Bumbeck

AR 316 Printmaking Spring

Continued instruction in the intaglio medium incorporating the collagraph method and the full range of color methods including ink viscosity, multiple plate and relief color printing. (AR 315.) Mr. Bumbeck

[AR 317 Masterpieces of Chinese Painting]

AR 319 Sculpture Fall

An introduction to the fundamental principles and techniques of sculpture in both traditional and contemporary practice. Instruction will include modelling, mold–making, casting and construction in wood, metal and mixed materials in figurative and non–figurative forms of expression. (AR 209 and AR 210) Limited to 15 students.

Mr. Nelson

[AR 320 Sculpture]

[AR 321 Indian and Indonesian Art]

[AR 322 Eighteenth–Century Art and Architecture]

[AR 323 Women in the Visual Arts, 1700 to the Present]

AR 326 Special Problems in Art History: Biography of Artists as Art Historical Method Fall

From the Renaissance onward, art history was often equated with "lives of the artists," but the use of biographical evidence in art historical writing has frequently been regarded with suspicion during the 20th century. Recently there has been a resurgent interest in incorporating evidence and insights gleaned from the biographies of artists to illuminate the meaning of art works. This recent trend will be the focus of this course. Among the artists whose work will be scrutinized in the light of biographical evidence will be Donatello, Michelangelo and Bernini, as well as Watteau, Rodin, Van Gogh, Cezanne, and O'Keeffe.

Mr. Hunisak

AR 327 Photography Fall

An introduction to the discipline. Exploration of traditional and contemporary photographic expression, including portraiture, landscape, street and collage. Some study of the history of photography. Basic camera and darkroom techniques. Limited to 15 students. (AR 209 and AR 210.)

Mr. Huddleston

AR 328 Photography Spring

A continuation of AR 327.

Mr. Huddleston

AR/TH 330 Film and Modernism in the Arts Spring

See Theatre, Dance and Film/Video listings for description. Mr. Perry

AR 332 Special Topics: Crossing Boundaries Spring

In this course we will look at the changes in both critical and practical areas of art production in the twentieth century. We entered the 1990's with a recognition of the cultural differences between peoples of different ethnic and national origins. We also sensed a validation of the rich presence of the mixed elements represented within our diverse cultural environment. We will study the function and place of art work and other art activity in such a climate of change and reconfiguration. Responses to assignments, readings, films, video tapes and other materials will involve both a critical seminar and production of art work. Ms. Campos–Pons

[AR 336 Knickerbocker New York]

AR 401 Seminar in Modern Art: Abstract Expressionism, 1945–1960 Spring

This seminar, given in conjunction with the exhibition, "American Abstraction from the Addison Gallery of American Art," at the Middlebury College Museum, will focus on the Abstract Expressionist movement. After exploring origins of abstraction in Europe, we will examine the careers of such painters as Pollock, de Kooning, Krasner, Newman, Rothko, and Still. In particular, we will explore the issue of content in abstraction, by considering seemingly "subjectless" works by these artists in their social, historical, and iconographical contexts. The course will include a field trip to museums in New York.

Ms. Powell

AR 402 Birth of an Empire: the Age of Augustus Fall

A close examination of the artistic achievements (sculpture, painting, and architecture) during the rule of Augustus, the first emperor of Rome (27 B.C.–14 A.D.). Special emphasis will be given to how images were used by the state to convey ideas about social programs, religion, morality, politics, and government, and to the role of the Greek past in Augustan Rome. Although the primary focus

will be on art, readings will also include contemporary literary texts. Enrollment limited to 12. Prerequisite: AR 101, AR 212 or AR 314.
Ms. Barringer

[AR 403 Seminar in Modern Architecture: Architecture after the Masters]

[AR 405 Seminar in Baroque Art]

AR 407 Our Fiery Trial: The Art of the American Civil War Fall

This seminar will begin with a review of the major historical events of the Civil War. We will then study the conflict through the paintings and illustrations of Winslow Homer and Frederic Church. Their art will be studied from a number of perspectives, including the poetry of Walt Whitman, the sermons of Horace Bushnell, the photographs of Matthew Brady, and the political writings of Abraham Lincoln and Frederick Douglass. Particular emphasis will be placed upon the thoughts and attitudes of the common soldier as reflected in his diaries and journals. (No prerequisites) Mr. Wilson

AR 408 But It's Not Real Art: Popular Arts in America, 1820–1945? Fall

A seminar examining "low" art, such as magazine and natural history illustration, advertisements, posters, political cartoons, comics and other mass media. The question 'Is this art?' will guide the course through various areas of inquiry about these pictures and their functions. The issue of permanence as a standard of worth and the popular arts' relationship with technology in the nineteenth and twentieth centuries will be explored. We will also look at what role these works played in American culture, what audiences were targeted and how these images intersected with "high" art, such as painting. Ms. Pinder

AR 409 Art Museums: Theory and Practice Spring

This seminar will study the history of art collecting and display with a special focus on the museum in the United States. We will examine such museum issues as exhibition design and politics, speciality museums, object authenticity, purchasing and conservation. The College's new museum will be an important source as well as other nearby collections.
Ms. Pinder

Guidelines for independent work in Art History and Studio Art

1. Under no circumstances will anyone be allowed to register for AR 710, AR 720 or AR 730 unless his or her advisor's signature is on the official registration card. Advisors will sign cards only after a discussion concerning planned senior work. No change of advisors, topics or projects will be allowed subsequently without signed approval of a student's advisor(s) and the department chair.

Senior work (either an art history thesis or a sustained studio project in one medium – painting, sculpture, drawing or printmaking) can only be done in an area in which a student has already taken course work on the college level.

2. Independent projects (AR 510 or 520) can be undertaken only in areas in which students have done previous work on the college level and have demonstrated that mastery of the scholarly material or artistic medium is sufficient to justify independent study. In certain rare instances, exceptions to this rule will be allowed. For example, a student with sufficient art historical background who wishes to pursue an area of inquiry which is not covered in the normal curriculum might undertake an AR 510 project in preparation for senior work.

Administration of approvals for independent work on the 500 level

Each student must find an advisor to sponsor his or her project and submit a written proposal for consideration and approval by the entire art faculty. In the case of studio proposals, students must indicate their previous experience in the study of studio art, the precise nature of the project and the work which will result from the semester's endeavor. For art history proposals, students must indicate previous art historical study, the precise nature of the problem they wish to investigate, a bibliography of works to be used in the study and the kind of written work that will result.

All students enrolled in AR 520 or AR 720 must keep Tuesday evenings free for bi-monthly critical sessions with the studio art faculty. All students enrolled in AR 710 and AR 730 must keep Tuesday evenings free for bi-monthly sessions with the Art History Faculty. These sessions are required, and no exceptions or exemptions can be made.

AR 510 Advanced Studies in Art History Winter, Spring

Supervised independent work in art history. Staff

AR 520 Advanced Studies in Studio Fall, Spring

Supervised independent work in studio. Studio independents are required to attend regular group critiques with the studio art staff and the other senior studio independents. Staff

AR 700 Methods and Theories in the Visual Arts Fall

This seminar course is geared to the needs of art history majors and is required of them. Our focus will be on the critical understanding of the range of methods employed in art historical research and writing. Through a series of readings and related projects, students will have the opportunity to develop expertise in art historical methodology; these will serve as preparation for senior thesis work. Topics include: history of the discipline, social history, the role of verbal commentary (artists' statements, critical and historical writings) in the interpretation of artworks, the relationship between text and image, semiotics and feminism. Ms. Atherton

AR 710 Senior Independent Study in Art History Winter, Spring

Research and presentation of a two–term thesis in a subject area of choice, but in which the student has a demonstrated competence. (AR 400) Staff

AR 720 Senior Independent Study in Studio Fall, Winter, Spring

Three terms of supervised independent work. Admission by portfolio review and recommendation of resident faculty member. Culmination of independent work will be an exhibition. All senior studio art independents will meet for regular group critiques with the studio art staff and other senior studio independents. Staff

AR 730 Senior Independent Study in Architectural Design Fall, Spring

A two–term sequence of problems in architectural design. Staff

BIOLOGY

Professors: C. Randall Landgren, Tom Root, George Saul, Christopher Watters (on leave fall) *Associate Professors*: Sallie Sheldon, Stephen C. Trombulak *Visiting Assistant Professors*: Robert Creed, Kristina Jones, Grace Spatafora *Assistant*: H. Peter Wimmer

Our curriculum is built around three major areas of biology: cellular and molecular biology, organismal biology, and ecology and evolution. The major requires an introduction to each area, and we offer a variety of upper–level courses in each area. Students majoring in biology plan their programs in close consultation with department advisors. This provides students the maximum flexibility in preparing for graduate studies, medical school, teaching or other careers.

The department is well–equipped to offer laboratory and field courses across the curriculum. Our courses introduce students to modern theory and techniques. We take pride in our innovative approaches in the laboratory and our availability to students. In the laboratory and in the field, students work in small groups directly with the faculty. Seniors frequently do independent research with the faculty, sometimes producing professional publications. Departmental Honors are given to students who meet the general College requirements and who complete an outstanding independent project of at least two–terms duration (see Honors Program).

The location of the College, with thousands of acres nearby owned by the College or within the Green Mountain National Forest, provides excellent opportunities for field studies. The High Pond Nature Reserve, encompassing a complete watershed, also provides many unique opportunities for research. The department participates actively in interdisciplinary majors in environmental studies and northern studies.

The major program includes introductions to organismal biology (BI 185), to ecology (BI 190), to population genetics and evolution (BI 195) and to cellular and molecular biology (BI 250), seven elective courses within the department and four cognate courses from chemistry (excluding CH 170), computer science, geography (only GG 254, GG 256, GG 320 and GG 330) geology (excluding GL 104), physics (excluding PH 101, Ph 105 and PH 155), mathematics or psychology (only PY 208

and PY 301. **Normally, students intending to major in Biology take the four introductory courses in sequence and complete them by the end of their sophomore year.** If so offered, departmental and cognate courses must be taken with laboratory to satisfy major or joint major requirements.

At least five electives in the department must be chosen from those offered at the 200– or 300–level; the remaining two may include independent study (BI 500 or BI 600), advanced summer research (BI 555), and one winter term course designated for major credit.

The joint biology/psychology program is described in the Psychology section. Joint major programs with other departments are available for students wishing to study aspects of two disciplines without taking all the courses prescribed for a major in either. Students interested in this option should consult with the Chairs of the appropriate departments.

For good and sufficient reason, a student may take courses at another institution toward fulfillment of the major requirements. A maximum of three biology courses taken off campus may be credited toward the completion of the major (two toward the completion of a joint major). For all students (except those students transferring from another institution and thereby transferring course credits from that institution), transfer courses must be beyond the introductory level and may not include equivalents of BI 185, BI 190, BI 195 or BI 250. When a course is offered at Middlebury with a lab or prerequisites, an equivalent off–campus course must also include a lab or prerequisites. Each transfer course must be approved by the department chair prior to the enrollment of the student in the course.

Students planning careers that require graduate or professional training (including medical schools, veterinary schools and dental schools) should be aware that these schools require familiarity with the subject matter in CH 103, CH 104, CH 241, CH 242, MA 112, MA 113, PH 109 and PH 110. Some graduate schools and medical school programs require additional courses in chemistry, math and physics (See Pre–Medical Program).

The department admits a limited number of graduate students as candidates for the degree of master of Science in Biology. Degree requirements include at least one year in residence at the College, nine courses (at least six from the department, three of which must be research credits), a minimum grade of B– in each course, participation in laboratory instruction and preparation, attendance at departmental seminars, and a thesis with public presentation and defense before a committee. All work toward the degree must be completed within five years. Please send for a detailed description of the program.

Required for the major: BI 185, BI 190, BI 195, BI 250, seven electives in Biology (five from BI 201 to BI 391) and four cognates. Required for a joint biology/psychology major – see description under Department of Psychology.

Honors Program: Students with an average of 3.0 or better in departmental courses other than BI 500 and BI 600 may apply for departmental honors. Honors will be given for an independent research project of superior quality (at least a B+) and of at least two terms duration. Normally Honors research begins during the first term of a student's senior year (or during the preceding summer), with the submission of a brief proposal. **Interested students should consult with prospective thesis advisors concerning possible honors projects at the latest by spring term of their junior year, except those interested in field research. Students interested in field research should talk with a faculty member by Winter Term of their junior year at the latest.** The honors project must result in the preparation of a thesis, a public presentation of the research and an oral defense of the thesis before a committee of at least three faculty members.

Proficiency Examination: Well–qualified students may be exempted from BI 185, BI 190, BI 195 and/or BI 250 by proficiency examination and thereby take other courses in the department for which these are prerequisite. Exemption does not: 1. result in course credit; 2. satisfy the College's Distribution requirement; or 3. reduce the total number of courses required for the major, joint major or concentration. These examinations normally are offered during the Orientation Weeks in September and February. The Department does not grant Advanced Placement credit because it does not offer any equivalent introductory course.

See also Major in Molecular Biology and Biochemistry.

Premedical, Predental, Preveterinary Requirements: See Section on Special Programs.

BI 111 Writing on Nature (CW) Fall
This course will search for a common thread in Pliny, Mendel, Darwin, Dillard, Hoagland, Muir, and McPhee. The application of a structured, expository approach to writing about nature will be examined. Readings will be drawn from a variety of sources ranging from novels to textbook prose. Assignments will stress organization, imagery, creativity and communication. The class meetings will place an emphasis on analysis and revision. This course fulfills the College Writing requirement. This course does not satisfy the Natural Science distribution requirement. 3 hrs. disc.
Mr. Landgren

BI 120 Key Issues in Genetic Engineering Fall
The application of genetic engineering to medical science and industry has received widespread attention. This course will explore the essential elements of molecular genetics with an emphasis on the ethical and public policy implications arising from issues, such as the release of genetically–engineered organisms into the environment, the treatment of inheritable disease by gene therapy, and the use of gene splicing in the development of biological weaponry, to name a few. 3 hrs. lect., 1 hr. disc. Ms. Spatafora

BI 185 Organismal Biology Fall
Among the 2.5 million living organisms are simple viruses and complex plants and animals. In between is a phenomenal array of single–celled and multi–celled life forms, unique fungi, and the most inspiring (and disgusting) plants and animals. After surveying this diversity, we will examine evolutionary adaptations in form, function, development and reproduction of living species. We will focus on human biology to compare our adaptations with organisms that are either more or less successful. Labs will include field trips to study organisms in their native habitats, experiments with plants, animals and humans, and student projects. 3 hrs. lect., 3 hrs. lab. Mr. Root

BI 190 Ecology Spring
What determines where plant and animal species live, and whether their populations expand or decline? This course for non–majors and majors is an introduction to organisms in their environments, including consideration of physiological adaptations, behaviors and reproductive strategies. We will explore the diversity of interactions between species and their role in the organization of communities. We will also examine the impacts of humans on environments. Several laboratories will be conducted outside. **Open to junior or senior majors by permission only.** 3 hrs. lect., 3 hrs. lab. Ms. Jones, Ms. Sheldon

BI 195 Genetics and Evolution Fall
During the first part of the course, lectures will introduce cell structure, mitotic and meiotic cell division, patterns of inheritance and their chromosomal bases, genetic control of enzymes and the fundamentals of molecular genetics. The second part of the course will focus on the principles of population genetics and the mechanisms of evolution, including natural and sexual selection, altruism and kin selection, as well as patterns of evolution at and above the species level. Laboratory/discussion sessions will include some experimental work and observation plus discussions of lectures, problems and assigned reading. 3 hrs. lect., 3 hrs. lab/disc. Mr. Saul, Ms. Jones

BI 201 Invertebrate Biology Fall
A survey of the major invertebrate phyla of the animal kingdom. Invertebrates comprise more than 90 percent of all animal species, and they represent extremely diverse approaches to the problems of living. After a brief overview, each phylum will be studied with respect to morphological and taxonomic characteristics, physiology, life cycles and evolutionary relationships. Laboratories will consist of both observational and experimental approaches with two field trips for collecting and identifying specimens. (BI 185 or permission) 3 hrs. lect., 3 hrs. lab. Mr. Root

BI 202 Vertebrate Life Spring
We will explore the evolution of the vertebrate classes and the adaptations that allow them to live in almost every habitat on Earth. We will study the taxonomy, natural history, distribution and morphology of each class and discuss how each group solves the problems of finding food, avoiding predators and moving throughout the environment. Laboratory exercises will provide in–depth exposure to both vertebrate anatomy and general principles of vertebrate biology. Occasional field trips will

introduce the local vertebrate fauna in their natural habitat. (BI 185 or permission) 3 hrs. lect., 3 hrs. lab. Mr. Trombulak

BI 203 Biology of Plants Spring
An introduction to botany with emphases on the nature of plants, the uses of plants by man, and plant growth and development. Organisms studied include algae, mosses, ferns, conifers and flowering plants. The laboratory is descriptive and experimental. It includes field work on and off campus. (BI 185, BI 190 or permission) 3 hrs. lect., 3 hrs. lab. Mr. Landgren

[BI 216 Animal Behavior]
(Offered Fall 1994)

BI 225 Human Genetics Spring
The analysis of family histories and the genetic structure of human populations, emphasizing the special analytical procedures that have been developed for situations in which family sizes are small and crosses cannot be controlled. Topics include analysis of patterns of inheritance in pedigrees and populations, gene structure and action, and the effects of changes in structure and number of chromosomes. Some laboratory periods will be used for experiments; others may be used for discussions and review of assigned problems. (BI 195 or permission.) 3 hrs. lect., 3 hrs. lab/discussion. Mr. Saul

BI 250 Organelles and Cells: An Introduction to Concepts and Methodology Spring
The biology of cells and their internal compartments, with emphasis on deriving modern concepts and understanding the methodological basis of such concepts. Topics include: the membrane basis of compartmentation and transport; nucleic acids and their roles in replication and protein synthesis; regulation of intermediary metabolism; and the function of such specialized cells as muscle and nerve. Laboratory work will stress experimentation and interpretation of data. ***Open to junior and senior majors by permission only.*** (BI 195 or equivalent preparation; CH 103) 3 hrs. lect., 3 hrs. lab. Mr. Saul, Mr. Watters

BI 302 Vertebrate Natural History Fall
This course deals with the natural history of vertebrates and the challenge of observing animals in their own habitat. We will explore in depth the local vertebrate fauna, study principles of wildlife biology, and address experimentally specific questions in vertebrate biology. Topics considered will include environmental physiology, population and community ecology, and behavior. Students will learn to design and communicate the results of experiments to answer their own questions about the biology of free–living animals. Laboratory work will involve both day and weekend field trips. (BI 185 or BI 190 or permission) 6+ hrs. disc./lab. Mr. Trombulak

BI 303 Plant Morphology and Physiology Fall
This course focuses on plant structure and function, including life cycles of the various divisions in the Kingdom Plantae. Water relations, plant hormones, photosynthesis and secondary metabolism are all covered in the context of the plant's responses to its environment, with special emphasis on flowering plants. The laboratory will include detailed anatomical studies as well as experiments in physiology. Individual projects will be emphasized in the experimental portion of the lab. (BI 250) 3 hrs. lect., 3 hrs. lab. Mr. Landgren

[BI 305 Developmental Biology]
(Offered Fall 1994)

BI 310 Microbiology Fall
The microbiological principles emphasized in this class should provide students with a foundation for advanced study in many areas of contemporary biology. Both the basic and applied aspects of microbiology will be integrated into our study of this large and diverse group of microorganisms; we will discuss the general principles of cell structure and function as well as the role of microorganisms in disease, agriculture and biotechnology. The laboratory will stress basic microbiological techniques as applied to the isolation, characterization and identification of microorganisms. (BI 250) 3 hrs. lect., 3 hrs. lab. Ms. Spatafora

[BI 313 Economic Botany]

BI 314 Molecular Genetics Spring
This course is concerned with the structure and function of the genetic material of prokaryotes, viruses and eukaryotes. Attention is given to regulation of gene activity, molecular

models of recombination, oncogenic viruses and gene control of development. Laboratory work will provide training in recombinant DNA techniques through a series of experiments directed at cloning genes in *Escherichia coli.* (BI 250) 3 hrs. lect., 3 hrs. lab.
Mr. Saul, Ms. Spatafora

BI 323 Plant Ecology Fall
Why are some kinds of plants found only in certain places? We will examine Vermont's flora, covering a wide range of habitat types, to investigate factors determining the distribution and abundance of plant species. Such factors include competition, herbivory, pollination and seed dispersal as well as abiotic influences. We will study physiological ecology of individual plants, population ecology, and the structure of plant communities. Most labs will be conducted outside, and will include experiments and class projects as well as plant identification. (BI 190) 3 hrs. lect., 3 hrs. lab. Ms. Jones

BI 330 Mechanisms of Microbial Pathogenesis Spring
Many microorganisms have the ability to cause disease. An understanding of pathogenic mechanisms is therefore essential for the development of effective disease treatment strategies. This course will explore the mechanisms by which microbial pathogens colonize, invade, and persist in a host organism; an emphasis will be placed on disease resulting from bacterial and viral infections. The host response to the infectious process will also be discussed. (BI 250) 3 hrs. lect./disc.
Ms. Spatafora

[BI 335 Bacterial Genetics]

BI 340 Immunology Fall
How does the immune system work to fight disease? How can it respond to tens of millions of different substances, even those never found in nature? Why does one retain an immunity to previously encountered diseases? This course will examine the functioning of the immune system. Topics to be covered include the cells of the immune system, how foreign substances are removed and inactivated, antibody structure and function, important molecules in the immune response, development and regulation of the immune system, and the importance of immune system function and malfunction in medicine. (BI 250 or CH 322) 3 hrs. lect. and disc. Mr. Saul

[BI 360 Practical Cell Biology (CW)]
(Offered Fall 1994)

BI 370 Animal Physiology (CW) Spring
This course examines the function of our own bodies, and compares this to the physiology of many different animals. Lectures stress how animals are adapted to a variety of habitats, and also how they are capable of responding to a range of environments (e.g., high–altitude, deep–sea, desert and polar conditions). Computer simulations will illustrate such problems as artificial organs, exercise, stress and disease. Laboratories emphasize experimental design. We will study respirometry, osmometry, electrophysiology, computerized data acquisition, cardiac function, muscle physiology, endocrinology, thermoregulation, field studies and small animal surgery. (BI 250 or permission) Mr. Root

BI 390 Advanced Ecology Fall
This course builds on the ideas presented in BI 190 and deals in greater depth with population ecology, demography, life history strategies, species interactions, community structure and dynamics. For each of these topics we will examine its theoretical basis and examine results from field and lab experiments. (MA 112, BI 190) 3 hrs. lect., 1 hr. disc.
Ms. Sheldon

[BI 391 Methods in Ecology]
(Offered Fall 1994)

BI 500 Independent Study Fall, Winter, Spring
A project involving laboratory and/or field research or extensive library study on a topic chosen by the student and a faculty advisor. For biology majors. (Permission) Staff

BI 900 Research and Thesis Fall, Winter, Spring
Required for all candidates for the Master's degree.

See also Environmental Studies.

See also Northern Studies.

MOLECULAR BIOLOGY AND BIOCHEMISTRY

Professors: George Saul (Biology), Christopher Watters (Biology)(on leave Fall and Winter Terms) *Associate Professors*: Jeffrey Byers (Chemistry and Biochemistry), James Larrabee (Chemistry and Biochemistry), Stephen Sontum (Chemistry and Biochemistry)(on leave all year) *Assistant Professors:* Sunhee Choi (Chemistry and Biochemistry), Robert Cluss (Chemistry and Biochemistry), Honorée Fleming (Chemistry and Biochemistry), Grace Spatafora (Biology)

The program in molecular biology and biochemistry represents a unique instructional effort by members of the Department of Biology and the Department of Chemistry and Biochemistry. The major is designed for students with overlapping interests in biology and chemistry. Students receive a strong foundation in cellular biology, genetics and biochemistry, and should be well–prepared for medical school, graduate studies in biochemistry, cellular or molecular biology, or employment in biotechnical research.

Required for the major: The major in molecular biology and biochemistry is composed of fourteen required courses and two electives. Students may be able to bypass introductory courses in biology, chemistry, math or physics on the basis of AP credit or proficiency exams.

Suggested Schedule:

First year

Fall
- Evolutionary Biology and Genetics (BI 195)
- Fundamentals of Chemistry I (CH 103)
- Calculus I (MA 112)

Spring
- Cells and Organelles (BI 250)
- Fundamentals of Chemistry II (CH 104)
- Calculus II (MA 113)

Sophomore year

Fall
- Introduction to Microbiology (BI 310)
- Organic Chemistry I (CH 241)

Spring
- Molecular Genetics (BI 314)
- Organic Chemistry II (CH 242)

Junior year

Fall
- Biochemistry (CH 322)
- Mechanics (PH 109)
- Practical Cell Biology (BI 360) (Fall '94)

or

- Physical Chemistry (CH 353) (Spring)

Spring
- Electricity and Magnetism (PH 110)
- Physical Chemistry (CH 353) or
- Practical Cell Biology (BI 360) (Fall)

Senior year
- Senior thesis research and/or electives

Possible Electives include:
- Independent Studies in Biology (BI 500)

or

- Biochemistry and Chemistry (CH 500)
- Applied Genetics (BI 325)
- Developmental Biology (BI 305) (Fall 94)
- Mechanisms of Microbial Pathogenesis (BI 330)
- Bacterial Genetics: A Literature Based Course (BI 335) (Spring 94)
- Practical Cell Biology (BI 360) (Fall, 94)
- Physical Chemistry for the Life Sciences (CH 353)
- Intermediary Metabolism (CH 425)
- Immunology (BI 340)
- Advanced Chemistry Laboratory (CH 313)
- Winter term courses in selected topics (e.g., molecular endocrinology, membrane biology)

CHEMISTRY AND BIOCHEMISTRY

Professor: Robert W. Gleason *Associate Professors*: Jeffrey H. Byers, James A. Larrabee, Stephen F. Sontum (on leave all year) *Assistant Professors*: Sunhee Choi, Robert G. Cluss, Honorée Fleming

The courses available in the department provide a firm foundation in the principles of chemistry along with the opportunity to focus on a particular area of interest within analytical, inorganic, organic, physical or biological chemistry. Students are encouraged to complete the core courses of general chemistry, organic chemistry, math and physics within the first two years. These core courses, taken for the major, also fulfill many of the requirements

for the pre–medical, pre–veterinary and pre–dental programs.

Required for the major: Students elect to specialize in chemistry or in biochemistry and will, on that basis, choose appropriate upper level courses which focus on the theory and methodology essential to modern chemistry or biochemistry. Required courses and electives for these two specialities are as follows:

Core courses: CH 103*, CH 104, CH 241, CH 242, MA 112*, MA 113*, PH 109*, PH 110*. These courses are required for all chemistry and biochemistry majors.

Chemistry specialization: core courses, CH 311, CH 312, CH 351, CH 352, CH 431 and three electives chosen, with an advisor's approval, from the Department of Chemistry and Biochemistry.

Biochemistry specialization: core courses CH 311, CH 313, CH 322, CH 353, CH 425 and three electives from the Departments of Chemistry and Biochemistry or Biology chosen with an advisor's approval.

See also Major in Molecular Biology and Biochemistry, listed between Biology and Chemistry in this Catalog.

*Students may qualify to place out of, and receive credit for, starred courses by achieving a satisfactory grade on the Advanced Placement Examination of the Educational Testing Service. It is also possible for students to place out of CH 103 by achieving a satisfactory grade on an examination administered by the Department of Chemistry and Biochemistry at the beginning of each term.

Recommended programs of study for those considering Chemistry or Biochemistry as a major are shown below. Though students may deviate from these guides, it is highly recommended that all prospective majors complete CH 104 by the end of their first year.

Chemistry

First Year		*Sophomore*	
Fall	*Spring*	*Fall*	*Spring*
CH 103	CH 104	CH 241	CH 242
MA 112	MA 113	PH 109	PH 110
Junior		*Senior*	
Fall	*Spring*	*Fall*	*Spring*
CH 311	CH 312	CH 400	CH 700
CH 351	CH 352	Elective	CH 431

Biochemistry

First Year		*Sophomore*	
Fall	*Spring*	*Fall*	*Spring*
CH 103	CH 104	CH 241	CH 242
MA 112	MA 113	PH 109	PH 110
Junior		*Senior*	
Fall	*Spring*	*Fall*	*Spring*
CH 311	CH 313	CH 400	CH 700
CH 322	CH 353	CH 425	Elective

An important feature of the program in Chemistry and Biochemistry is the opportunity for qualified students to work on independent research projects. Students may take several units of independent study (CH 400, CH 500, CH 700 and CH 750), two of which may be counted toward filling the elective requirements for the major. There is an exciting range of possibilities for student research in synthetic organic chemistry, in bioinorganic chemistry, in physical and biophysical chemistry and in biochemistry. These fields represent the diverse interests of the faculty in this department. Independent research provides students with the opportunity to interact with a faculty member on a one–to–one basis as they learn to frame and answer questions about a particular experimental system. First–hand experience with the scientific method adds an important dimension to the undergraduate experience, whether the student plans to go to professional school or directly into a teaching or industrial position. Student research papers are frequently accepted for publication in professional journals.

The Department of Chemistry and Biochemistry is accredited by the American Chemical Society. Chemistry majors taking the appropriate courses in linear algebra or physics and computer sciences, as well as two advanced Chemistry courses at the 400 level and two electives from CH 400, CH 500, CH 700 or CH 750, will receive ACS certified degrees upon graduation.

To be eligible for graduation honors in chemistry, a student must have at least a 3.0 average in all courses in the department, excluding independent study courses. In addition, the student must take at least one unit of CH 700 and present and defend a thesis before a committee of at least three faculty members. The degree of honors (honors, high honors or highest honors) is determined by the student thesis committee and will depend on the student's average in all chemistry courses and the student's CH 700 grade.

CH 700 Grade	*Chem GPA*	*Degree of Honors*
B+	3.05–4.0	Honors
A–toA	3.33–4.0	High Honors
A	3.77–4.0	Highest Honors

CH 103 Fundamentals of Chemistry I Fall, Spring

Fundamental principles of chemistry. Atomic theory and atomic structure; chemical bonding; stoichiometry; introduction to chemical thermodynamics. States of matter; solutions and colligative properties. Laboratory work deals with testing of theories by various quantitative methods. Students with strong secondary school preparation are encouraged to consult the department chairman for permission to elect CH 104 in place of this course. 3 hrs. lect., 3 hrs. lab., 1 hr. prelab. Breakage fee.

Mr. Byers, Mr. Gleason (Fall and Spring)

CH 104 Fundamentals of Chemistry II Fall, Spring

Major topics include: descriptive inorganic chemistry; mass action equilibrium phenomena and calculations; electrochemistry; coordination chemistry; nuclear chemistry. Lab work includes inorganic sythesis; qualitative analysis; gravimetric and titrimetric quantitative analysis. (CH 103 or permission.) 3 hrs. lect., 3 hrs. lab., 1 hr. prelab. Breakage fee.

Mr. Larrabee (Fall)
Mr. Gleason (Spring)

CH 170 Chemistry for Citizens (CW) Spring

Designed for the non–science major, this course will consider questions regarding use and supply of chemical energy and its alternatives, the implications of current chemical technologies, the benefits and the risks. We will discuss the significance of the recent revolution in biochemical research which has given us the power to alter genetic material. And we will look at all of these issues in the context of our environment, the chemistry of which is vitally important to our continued survival. 3 hr. lect., 1 hr. disc. One designated discussion section fulfills the College Writing requirement.

Mr. Cluss, Ms. Fleming

[CH 230 Bioinorganic Chemistry]

CH 241 Organic Chemistry I Fall

An introduction to the structure and reactivity of organic molecules. Topics covered include chemical nomenclature, bonding, structure, acid–base relationships, mechanistically simple reactions, and theoretical aspects of structure determination. Laboratory exercises include "hands–on" introductions to techniques, such as distillation, crystallization, chromatography, polarimetry, and modern spectroscopic techniques, such as NMR and IR. (CH 104 or permission; CH 241 must precede CH 242) 3 hrs. lect., 6 hrs. lab. Breakage fee.

Mr. Gleason

CH 242 Organic Chemistry II Spring

A continuation of Organic Chemistry I. Topics covered include mechanistically complex reactions, organic synthesis, and application of molecular orbital theory to reactions. Laboratory exercises focus on synthetic techniques and structure elucidation of unknowns. (CH 241) 3 hrs. lect., 6 hrs. lab. Breakage fee.

Mr. Byers

[CH 261 Nuclear Chemistry]

CH 311 Advanced Chemistry Laboratory I Fall, Spring

An introduction to modern analytical and experimental chemistry, with an emphasis on practice and application of instrumental methods of chemical analysis. Lecture topics will include evaluation of data, experimental design, and the theory and operation of chemical instrumentation. Laboratory exercises will involve chromatographic, thermodynamic and spectroscopic measurements of structural properties of molecules. (PH 110, CH 242, College Writing requirement or permission) 1 hr. lect., 6 hrs. lab.

Ms. Choi, Mr. Larrabee (Fall)
Mr. Larrabee (Spring)

CH 312 Advanced Chemistry Laboratory II Fall, Spring

A continuation of modern analytical and experimental chemistry, including inorganic preparations with an emphasis on applications measuring dynamic properties of molecules. Lecture topics will include kinetics, transport properties and Fourier transform spectroscopic methods. Laboratory exercises will involve kinetic measurements, nuclear mag-

netic resonance and infrared methods of analysis. (CH 311) 1 hr. lect., 6 hrs. lab.
Ms. Choi, Mr. Larrabee (Fall)
Mr. Larrabee (Spring)

CH 313 Advanced Chemistry Laboratory III Spring
Techniques in protein and nucleic acid chemistry will be emphasized. Protein assays, protein purification and characterization, and radiolabelling studies with proteins will expose students to common biochemical techniques, such as spectroscopy, liquid scintillation counting, gel chromatography, electrophoresis, ultracentrifugation and enzyme kinetics. Both whole animals and cell culture models will be used for experimentation. Major techniques in molecular biology will be introduced, including bacterial transformation, DNA isolation, restriction enzyme analysis, and *in vitro* transcription. (CH 311 or permission.) 1 hr. lect., 6 hrs. lab.
Mr. Cluss and Ms. Fleming

CH 322 Biochemistry and Molecular Biology Fall
An introduction to biochemistry which begins with the study of the basic chemical components of a cell, including sugars, fatty acids, amino acids and nucleic acids. The physical and chemical properties of proteins and nucleic acids are emphasized, providing a foundation for the discussion of current topics in molecular biology. Molecular biology is approached first in terms of process (transcription, translation, post–translation, granule formation) and then structures (DNA and gene structure, mRNA, translation product, mature and secreted protein). Understanding of techniques in biochemistry and molecular biology will be emphasized. (CH 241 or concurrently) 3 hrs. lect. Ms. Fleming

CH 351 Physical Chemistry I Fall
A study of gases, liquids and solids from a microscopic perspective. Kinetic theory and transport phenomena are studied. Statistical mechanics and quantum mechanics are developed and applied to simple systems. Spectroscopy is examined as an application of quantum theory. The microscopic nature of chemical kinetics is examined. (CH 104, PH 110 or permission) 3 hrs. lect., 1 hr. disc. Ms. Choi

CH 352 Physical Chemistry II Spring
A study of the macroscopic properties of gases, liquids and solids. The laws of thermodynamics are developed and applied to simple chemical systems, chemical equilibrium and electrochemistry. Non–ideal behavior is considered from a thermodynamic perspective. Chemical kinetics is treated empirically with consideration given to the order and molecularity of reactions. (CH 104, PH 109, CH 351 or permission) 3 hrs. lect., 1 hr. disc. Ms. Choi

CH 353 Physical Chemistry for the Life Sciences Spring
A basic course in physical chemistry intended for majors in life science areas. The course presents an introductory development of classical thermodynamics and dynamics as it applies to the equilibrium, kinetic and transport properties of biological molecules. Methods of physically characterizing biological molecules such as electrophoresis, centrifugation and radioactive counting will also be discussed. (CH 104, PH 109, CH 242 or permission) 3 hrs. lect., 1 hr. discussion. Ms. Choi

CH 400 Seminar in Chemical Research Fall
This seminar is intended to provide experience in current chemical research methods, literature and writing. This course involves a student research project generally related to current faculty research interests, class seminars and the writing of journal style reports. Majors may register for up to two course equivalents, but only one may be applied as chemistry elective credit. Participation for two semester equivalents will normally be followed by registration for CH 700. (CH352 or CH353 or permission) 2 hr. lect., 6 hrs. lab.
Ms. Fleming

CH 425 Advanced Biochemistry Fall
Anabolic and catabolic pathways of eukaryotes will be evaluated mechanistically and appreciated through a consideration of thermodynamics. Pathways of carbohydrate, amino acid, lipid and nucleic acid metabolism, and models for oxidative phosphorylation are included. A treatment of enzyme kinetics and examples of several enzymes in metabolic pathways will provide for a rigorous understanding of enzyme function and the many

control mechanism cells used to regulate their thermodynamic needs. (CH 222 and CH 352 or CH 353 or permission) 3 hrs. lect., 1 hr. disc. Mr. Cluss

CH 431 Advanced Inorganic Chemistry Spring

An in–depth study of atomic structure and bonding theories applicable to inorganic chemistry, including valence bond, molecular orbital, ligand field and crystal field theories for coordination complexes. Inorganic application of symmetry and group–theory. Reaction mechanisms for inorganic complexes. (CH 351) 3 hrs. lect. Mr. Larrabee

CH 442 Advanced Organic Chemistry Fall

An extensive treatment of the relationship between structure and reactivity in organic systems. Topics will include conformational analysis, kinetics, orbital symmetry, bonding theory, reaction mechanisms, selected rearrangement reactions, and advanced special topics to be chosen by the instructor and class. (CH 351 or permission) Mr. Byers

[CH 452 Physical Chemistry III]

CH 500 Independent Study Project Winter, Spring

Individual study for qualified students. Permission. Breakage fee. Staff

CH 700 Senior Honors Thesis Winter, Spring

Senior honors candidates must register for CH 700 for one semester while completing research projects initiated in CH 400. The writing and oral presentation of a thesis is required for completion of CH 700. (CH 400) Staff

CH 750 Senior Thesis (Environmental Studies) Fall, Winter, Spring

See also Division of Natural Sciences.

See also Program in Environmental Studies.

CHINESE

Professor: John Berninghausen (chair) *Associate Professor*: Clara Yu *Assistant Professor*: Jen–mei Ma *Lecturer*: Gregory Chiang

The Chinese department offers a structured sequence of instruction in fundamental language skills leading to competency in spoken and written modern Chinese (Mandarin). Classical Chinese is also taught at the advanced level. Considerable attention is given to familiarizing the student with the rich cultural heritage of China's long history which is transmitted and embodied by the native language of over one billion people.

Qualified students may elect to spend all or part of their junior year abroad at approved language–training programs in China or Taiwan. Credit is given on the basis of hours of instruction and tests taken upon return to Middlebury. It is also possible to earn credit by taking Chinese in Middlebury's intensive summer program. All students interested in these programs should consult with the department chair during or before the fall semester of sophomore year.

All those planning to study Chinese should begin as early as possible, preferably during their first semester at Middlebury.

Besides those courses which train the student in speaking, aural comprehension, reading and writing, a few other courses designed to introduce Chinese literature through English translation are available to any interested student (CS 130, CS 216, CS 220, CS 225).

Required for the major: Satisfactory completion of CS 101, CS 102, CS 103, and one course from among the following four – CS 130, CS 216, CS 220, CS 225 – qualifies a student for admission to the major in Chinese. Formal admission to the major program may be requested in consultation with the department chair.

Courses required for this major include (in addition to Beginning Chinese or its equivalent) CS 201, CS 202, CS 260, CS 301, CS 302 (or equivalent), CS 401, CS 402 and at least two of the following courses – CS 130, CS 216, CS 220, CS 225. (Credit equivalent to CS 302 and/or CS 400 may be earned in approved study at language training programs located in Mandarin–speaking societies.) CS 475 (senior seminar) and CS 700 (senior thesis) are required during the senior year.

Depending upon the individual goals of each majoring student, supporting courses in the study of other literatures, art, history, etc. will be encouraged by the student's advisor. (The major in Chinese is not intended for native speakers of any Chinese dialect.)

Honors: Eligibility for departmental honors in Chinese requires a grade point average of B+ (3.3) or higher in all courses taken within the Chinese department (including any courses taken in the Chinese School's summer intensive program) as well as completion of a senior thesis or combination senior thesis/translation graded B+ or better. High Honors will be granted for an overall average in departmental courses of 3.5 or higher and senior thesis grade A– or better. Highest Honors are reserved for students who earn a grade of A or better on the senior thesis and who are carrying an overall average of 3.75 or higher in their departmental course work. Students will enroll in CS 700 in the fall and winter of the senior year for the writing of their thesis. At least one copy of the thesis is due no later than noon on the last day of winter term. A thesis turned in the first day of spring semester will be accepted, but will not qualify the student for departmental honors.

Generally speaking, those students who elect a major in Chinese have a strong orientation towards the study of Chinese literature as well as language. Students wishing to pursue the study of China or Chinese language in the context of some other discipline are encouraged to consider a major in East Asian Studies or a major in one of the disciplinary departments with a concentration in Chinese studies. It is also possible to do a joint major in Chinese and a social science, natural science or humanities division discipline.

Joint Major in Chinese: Courses required for a joint major in Chinese are CS 101, CS 102, CS 103, CS 201, CS 202, CS 301, CS 302 (or equivalent), CS 401, two of the following – CS 130, CS 216, CS 220, CS 225 – and either CS 402 or CS 475 in the senior year.

CS 101 Beginning Chinese Fall

An introduction to Mandarin (the official modern language of China, also known as *guoyu* or *putonghua*). The course begins with phonetics, romanization, Chinese characters and simple vocabulary items. Sentence patterns and other fundamentals of speaking, reading and writing will be taught, including both the traditional characters and the simplified characters in use on the Chinese mainland. Written exercises, drill sessions, quizzes and tape recordings will accompany each lesson. Students will have active command of more than 750 Chinese characters and more than 1,000 compounds by the end of CS 103. Additional drill hours to be arranged.

Mr. Berninghausen, Ms. Ma

CS 102 Beginning Chinese Winter

A continuation of CS 101. (CS 101)

Mr. Chiang, Staff

CS 103 Beginning Chinese Spring

A continuation of the fall and winter terms with accelerated introduction of vocabulary, grammar, and sentence patterns designed to facilitate speaking and reading. (CS102)

Mr. Berninghausen, Ms. Ma

CS 130 The Chinese Literary Tradition (in translation) Spring

An introduction through English translation of early literary, historical and philosophical texts which formed the basis of traditional Chinese culture. Included in this course will be readings from the *Book of Odes*, the Confucian classics, Taoist literature, the *Songs of the South*, Sima Qian's *Records of the Grand Historian*, *The Romance of the Three Kingdoms* and Tang Dynasty "tales of the mysterious." No previous exposure to East Asian culture nor any knowledge of Chinese language needed.

Staff

CS 201 Intermediate Chinese Fall

This course is designed to enable the student to converse in everyday Chinese and to read simple texts in Chinese (both standard and simplified characters). Discussion of assigned readings will be conducted primarily in Chinese and familiarity with the vocabulary and grammar introduced in CS 101, 102 and 103 is assumed. Grammatical explanations, written exercises, dictation quizzes, sentence patterns, oral drill and tapes will accompany assignments. Computer laboratory work may be required. By the completion of CS 202 students should be able to read and write approximately 1,400 characters. Additional drill hours to be arranged. (CS 103) Staff

CS 202 Intermediate Chinese Spring
A continuation of the first term's work, with the class conducted primarily in Chinese. (CS 201) Staff

CS 216 Traditional Chinese Fiction in Translation Fall
A survey of pre–modern Chinese fiction. This course will cover works from the Six Dynasties period (fifth–sixth centuries A.D.) until the end of the Nineteenth century. "Tales of the mysterious" and short stories, excerpts from *Three Kingdoms, Outlaws of the Marsh, Journey to the West* and *Story of the Stone* are included. The relationship between fictional and other literary genres, the ties between recorded fiction and oral storytelling, and issues of narrative structure, characterization and style will be discussed. Staff

CS 220 Modern Chinese Fiction in Translation Spring
A selection of twentieth–century novels and short stories from China. Chosen from works of literary merit and social significance, the readings will include works by Lu Xun, Mao Dun, Lao She, Hwang Chunming, Zhang Xianliang, Wang Anyi and others. Staff

CS 225 Classical Chinese Poetry in Translation Spring
A survey course designed to introduce Chinese poetics as well as major works from one of the world's longest and most brilliant poetic traditions. Emphasis will be placed on the linguistic and artistic characteristics of the various styles of classical Chinese poetry, and on its appreciation and analysis from an interlingual and trans–cultural viewpoint. Selections from 1100 B.C.E. to 1800 C.E., including *The Book of Poetry, The Songs of the South*, and works of such major poets as Tao Yuanming, Wang Wei, Li Bo, Du Fu, Bo Juyi, Li Shangyin, Li Qingzhao, and Ma Zhiyuan will be covered. Ms. Ma

CS/LS 260 Introduction to Literary Theory and Criticism Fall
Starting with an examination of several important concepts of literary theory, this course seeks to better acquaint the student with a variety of different approaches and critical terminology that may be applied to the analysis of literary texts. This course will emphasize discussion of several critical approaches used in analyzing literary prose narratives. Students will also apply these various approaches in the analysis of selected works of fiction. Discussion format; limited enrollment. This course is also listed as LS 260. (Junior standing, two or more college level literature courses completed, and permission. Submit written request or speak with the instructor at least one week prior to registration.) Mr. Berninghausen

CS 301 Advanced Chinese (Modern Chinese) Fall
This course aims at further development of overall language proficiency through extensive reading of selected texts representing a wide variety of styles and genres. Classes will be conducted entirely in Chinese except for an occasional use of English by the instructor to provide a quick solution to problems of definition. The main text will be *Shiyong Gaoji Hanyu* (Practical Advanced Chinese) with supplementary readings from newspapers, magazines and other documents. (CS 202 or equivalent) Ms. Ma

CS 302 Advanced Chinese (Modern Chinese) Spring
A continuation of the first term's work with greater emphasis placed upon reading works of a literary nature. (CS 301 or equivalent) Mr. Chiang

CS 400 Advanced Readings, Conversation and Writing (Modern Chinese) Fall
This course is designed to further improve language competency of highly pragmatic Chinese, spoken and written. Readings and discussion of a wide variety of contemporary materials selected with the special needs of students about to live and study in a Chinese–speaking country given high priority. (CS 302 or equivalent) Mr. Chiang

CS 401 Classical Chinese I: Introduction to *Wenyan* (In Chinese) Fall
A new approach to the traditional written language of China emphasizing grammatical differences from modern Chinese, vocabulary and style. Transformational drills, sentence construction, reading, translation into modern Chinese and compositions which highlight the interaction between *wenyan* and *baihua* will be included. All lessons will be accompanied by

language laboratory tapes (CS 302 or equivalent) Mr. Chiang

CS 402 Classical Chinese II: Introduction to *Wenyan* (In Chinese) Spring

A continuation of CS 401. In the second semester this course will lead the student from work in prepared materials to reading a variety of ancient Chinese texts as well as a few examples of *wenyan* and semi–*wenyan* writings. (CS 401) Mr. Chiang

CS 425 Seminar on Contemporary Culture and Language (in Chinese) Fall

Intensive study of practical readings in Chinese culture, society and language. Emphasis will be given to further developing the student's reading and writing skills while maintaining oral fluency. Oral reports and written compositions required. (CS 400 or equivalent) Mr. Chiang

CS 475 Senior Seminar on Chinese Fiction (in Chinese) Spring Ms. Yu

CS 700 Senior Thesis Fall, Winter

See also Program in East Asian Studies (interdisciplinary major). Staff

See also Program in East Asian Studies (interdisciplinary major.)

CLASSICAL STUDIES PROGRAM

The Classical Studies Program is designed to offer a broad, rigorous general education based on the careful study of fundamental Classical works of history, philosophy and literature. The interdisciplinary nature of the study is reflected by a teaching staff which includes faculty in the departments of Classics, Philosophy, Political Science, English, American Literature, Religion, and Art.

Honors: B average or better in courses taken for the major *and* B+ or better in Senior Seminar *and* in General Examination (Note: A student who does an optional Senior Essay or Independent Project may offer that grade in lieu of the grade on either 420 or 701 for the calculation of departmental honors.)

Required for the major in Classical Studies:

A. 1. CL 150 The Ancient Epic
   2. CL 131 History of Greece *or*
      CL 132 History of Rome
   3. CL 152 Greek Tragedy *or*
      CL 175 Greek Philosophy

B. Five courses in Classical Studies chosen from the following:
   - CL 121 Classical Tradition of Liberal Arts and Sciences
   - CL 131 History of Classical Greece
   - CL 132 History of Rome
   - CL 152 Greek Tragedy
   - CL 175 Greek Philosophy
   - CL 338 Problems in Ancient History
   - CL 450 History of Classical Literature
   - AR 221 Art of the Golden Age of Greece
   - AR 223 Hellenistic Greek Art
   - AR 314 Roman Painting and Sculpture
   - AR 311 Art and Archaeology of the Aegean Bronze Age
   - AR 312 Roman Architecture
   - EL 227 Greek Comedy
   - PA 201 Aristotle
   - PS 317 Classical Political Philosophy
   - PS 409 Seminar in Political Philosophy
   - RE 110 Foundations of Western Religious Life and Thought
   - RE 217 Greco–Roman Religions

C. Four courses in Greek or four courses in Latin chosen from:
   - CL 101 Beginning Latin
   - CL 202 Intermediate Latin
   - CL 103 Beginning Greek
   - CL 204 Intermediate Greek
   - CL 301 Latin Prose
   - CL 302 Latin Poetry
   - CL 303 Greek Prose
   - CL 304 Greek Poetry
   - CL 401 Readings in Latin Literature I
   - CL 402 Readings in Latin Literature II
   - CL 403 Readings in Greek Literature I
   - CL 404 Readings in Greek Literature II
   - CL 500 Advanced Readings in Latin

	CL 501	Advanced Readings in Greek
D.	CL 420	Seminar in Classical Literature
E.	CL 701	General Examination

Optional: CL 700, Senior Essay (Fall/Winter or Winter/Spring) CL 505, Independent Senior Project (Fall or Spring)

(Note: Students who wish to do an optional Senior Essay or Independent Senior Project must secure the sponsorship of a faculty advisor in the semester before the Essay or Project is to be undertaken.)

For a complete description of the courses listed above, see listings under the appropriate department.

CLASSICS

Professor: Eve Adler (chair) *Associate Professor*: Robert Schine *Assistant Professor*: Marc Witkin *Instructor*: Jane Chaplin

The Classics Department's core of courses in English offers an introduction to the major works of Classical literature, history and philosophy. Intensive introductory courses in Greek, Latin and Hebrew prepare students rapidly for reading in the Classical languages; advanced courses are devoted to the close study of literary, philosophical and historical texts.

Required for the major in Classics: ten courses in Greek and Latin (normally six in one language and four in the other), including one Senior Seminar (CL 420); three courses in Classics in translation chosen with departmental approval; CL 706 (General Examination).

Optional: CL 705, Senior Essay (Fall/Winter or Winter/Spring); CL 505, Independent Senior Project (Fall or Spring). (Note: Students who wish to do an optional Senior Essay or Independent Senior Project must secure the sponsorship of a faculty advisor in the semester before the Essay or Project is to be undertaken.)

Honors: B average or better in courses taken for the major. B+ or better in Senior Seminar *and* in General Examination.

(Note: A student who does an optional Senior Essay or Independent Senior Project may offer that grade in lieu of the grade on either 420 or 706 for the calculation of departmental honors.)

COURSES IN ENGLISH

CL 121 The Classical Tradition of the Liberal Arts and Sciences Spring

From what and for what is liberal education supposed to liberate people? A study of works promoting the claims of poetry, philosophy, rhetoric, theology and natural science to be the "queen of the liberal arts and sciences" and thus the key to liberty. Works by Plato, Cicero, St. Augustine and Francis Bacon.

Ms. Adler

CL/HI 131 History of Classical Greece Fall

A survey of Greek history from Homer to the Hellenistic Period, based primarily on a close reading of ancient sources in translation—literature, historiography, inscriptions. Students will also read selections from important and provocative works of scholarship in exploring such issues as the changes in Greek self–definition through different historical periods, the emergence of the polis and the similarities and differences among Greek political systems, the nature of Greek imperialism, Greek rationality and irrationality in public life, the role of the individual in certain major events, the source and magnitude of the Greek creative achievement. Ms. Chaplin

[CL/HI 132 History of Rome]

CL 150 Ancient Epic Poetry Fall

The course will concentrate on the epic poets' contending teachings about human greatness and human happiness: What is the character of human strivings after glory and immortality? Is the true domain of heroism to be found in war, in love, in philosophic contemplation or in political rule? Texts: Homer, *Iliad* and *Odyssey*; Lucretius, *On the Nature of Things*; Vergil, *Aeneid; Epic of Gilgamesh.*

Ms. Adler

CL 152 Greek Tragedy Spring

A survey of selected tragedies of Aeschylus, Sophocles and Euripides. The problem of freedom and law at issue in tragedy's dual interpretation of the Trojan War and of contemporary Athenian imperialism will be elaborated by additional readings from Homer and Thucydides. The course asks why in a democratic city at the head of a tyrannical empire the supreme expression of the problem of self–

government should be the dramatic representation of a vanished heroic kingship.
Mr. Witkin

CL 175 Greek Philosophy Fall
The course attempts to comprehend the contemporary crisis of the human sciences by returning to the first manifestation of that crisis in Greek antiquity. The possibility that knowledge of "nature" is the ground for self–knowledge and for rational validation of men's highest aims is traced from the pre–Socratics through Plato and Aristotle. Particular attention is paid to the problem that the discovery of nature must take place within the political horizon, hence to the question why Socrates made the crucial turn from the study of natural phenomena to man. Mr. Witkin

CL/HI 338 Problems in Ancient History Spring
Topic to be announced. Ms. Chaplin

CL 450 History of Classical Literature (In Translation) Fall
A comprehensive overview of the major literary, historical and philosophical works of Greece and Rome. Designed for students with some background in Greek and Roman literature, history or philosophy. Staff

GREEK

[CL 103 Beginning Greek]

[CL 204 Intermediate Greek]

CL 303 Greek Prose Fall
Readings in major authors. Staff

CL 304 Greek Poetry Spring
Readings in major authors. Staff

[CL 403 Readings in Greek Literature I]

[CL 404 Readings in Greek Literature II]

CL 501 Advanced Readings in Greek Fall, Spring
Major poets and prose authors. Staff

LATIN

CL 101 Beginning Latin Winter
Intensive introduction to the rudiments of Classical Latin, for beginners. The aim of the course is to prepare students to read the major authors of Roman literature. Staff

CL 202 Intermediate Latin Spring
A continuation of CL 101. Completes the rudiments of Latin grammar and introduces students to intensive reading selected from such authors as Cicero, Ovid, New Testament.
Staff

[CL 301 Latin Prose]

[CL 302 Latin Poetry]

CL 401 Readings in Latin Literature I Fall
Readings in major authors. Staff

CL 402 Readings in Latin Literature II Spring
Readings in major authors. Staff

CL 500 Advanced Readings in Latin Fall, Spring
Readings in major authors. Staff

HEBREW

CL 105 Introduction to Hebrew Fall
A beginning course in the rudiments of the Hebrew language which prepares students for close study of the Hebrew Bible and later Hebrew literature. It will also provide a foundation for spoken Hebrew. Mr. Schine

CL 206 Intermediate Hebrew Spring
A continuation of CL 105. Stresses mastery of Hebrew grammar and selected readings from the Hebrew Bible. (CL 105 or equivalent) Staff

[CL 305 Readings in the Hebrew Bible I]

[CL 306 Readings in the Hebrew Bible II]

CL 406 Advanced Hebrew Studies II Fall, Spring
Readings in Hebrew texts. (CL 306 or equivalent) Staff

SENIOR COURSES

CL 420 Seminar in Classical Literature Spring
Staff

CL 505 Independent Senior Project Fall, Spring
Staff

CL 700 Senior Essay for Classical Studies Majors Fall, Spring
Staff

CL 701 General Examination for Classical Studies Majors Fall
Staff

CL 705 Senior Essay for Classics Majors Fall, Spring
Staff

CL 706 General Examination for Classics Majors Fall

COMPUTER SCIENCE

The program in Computer Science at Middlebury is designed with the goal of providing a solid foundation in computer science. This goal is met by a wide variety of course offerings in the Department of Mathematics and Computer Science. Middlebury College now offers both concentrations in computer science and a major in computer science in the Department of Mathematics and Computer Science.

Detailed descriptions of courses appear in the course listings for the Department of Mathematics and Computer Science. It is expected that students desiring a single course which provides a broad overview of computing and computers will elect MA 103. Students desiring an in–depth knowledge of computers and programming methodology, or those who wish to fulfill a concentration or major in computer science, will elect CX 213.

Concentrations: A number of concentrations have been designed in the computer science area. Most begin with CX 121 and CX 122. These courses together provide a thorough understanding of important concepts and methods in computer science. The third and fourth courses in a computer science concentration may be taken from any of several related areas, and are designed to introduce the student to one of many areas of computer science or its applications. These courses include MA 200, MA 310, MA 311, MA 315, MA 318, as well as the following computer science courses: CX 322, CX 326, CX 328, CX 341, CX 343, CX 345, CX 421 and CX 423.

Major: The Department of Mathematics and Computer Science offers a major in computer science. Students who elect this major take an introductory sequence of core courses and a variety of upper level electives balanced among systems, theory and applications, and do their senior work in computer science. Students should consult the catalog listings for Department of Mathematics and Computer Science for further details.

PROGRAM IN EAST ASIAN STUDIES

Participating Faculty: Cynthia Atherton (Art), John Berninghausen (Chinese Language/Literature), Carole Cavanaugh (Japanese Language/Literature), Gregory Chiang (Chinese Language/Literature), Kyoko Hayasaka (Japanese), John Keenan (Religion), Jen–mei Ma (Chinese Language/Literature/East Asian Art), Hiroshi Miyaji (Philosophy and Culture), Nobuo Ogawa (Japanese Language/Linguistics), Ellen Oxfeld (Sociology/Anthropology), Sunder Ramaswamy (Economics), David Rosenberg (Political Science), Keiko Taguchi (Japanese Language), Kyoko Takashi (Japanese Language/Linguistics), Neil Waters (History), Don Wyatt (History), Clara Yu (Chinese Language/Literature).

The East Asian Studies major is designed for those students who wish to undertake an inter–disciplinary approach to this region of great historical and contemporary importance. The term "East Asia" refers to China, Japan and Korea, and the program covers the common cultural heritage of the region. The course of study required by this program is grounded in at least three years of Chinese or Japanese language studies and includes courses to be taken in several different departments which will explore connections among art and literature, history, intellectual heritage, social organization, contemporary social, political, or

economic issues, and cultural values of East Asian peoples.

Required for the major in East Asian Studies: The East Asian Studies major will be expected to acquire basic language proficiency, oral and written, in either modern Chinese or Japanese. Coursework in spoken and written Chinese and Japanese may be taken at Middlebury during the regular academic year and in the Middlebury summer intensive program. In most cases, some language study at the level of CS 302 or JA 302 or above is taken at certain authorized language training programs or centers in Japan, Taiwan, or the People's Republic of China.

Each EAS major is expected to select a probable senior thesis or project advisor and disciplinary approach to be used in the thesis or project prior to going abroad and no later than the fall of junior year. This choice of the advisor from the participating faculty members in the program and of proposed course of study *must be discussed with the program chair.*

In this program, departmental Honors for majors will be awarded as follows: *Honors* for a thesis graded B+ or higher with at least a 3.3 average in all EAS courses, *High Honors* for a thesis graded A– or A with at least a 3.55 average in all EAS courses, *Highest Honors* for an A thesis with at least a 3.7 average in EAS courses.

PROGRAM OF STUDY

Each East Asian Studies major will take a total of seven courses from the following list. Other courses may, with the permission of the program chair, be counted toward the major. (Please note that the list is subject to periodic revision.)

Among the seven courses, three are required of all majors:

1. **HI 331 Imperial China**

2. **HI 335 Traditional Japan**

3. To prepare for senior work, all majors are required to take an intermediate methods course in a discipline, such as AR 700, CS 260, HI 418, HI 419, HI 426, HI 427, JA 426, PS 300, SA 301, SA 302 or EA 500 prior to the senior year. When a methods course is not available, the student will enroll in EA 500 and work under the supervision of the future thesis advisor and the program chair. Work done in EA 500 may not be directly connected to the future thesis topic.

The fourth course will be EA 600 Senior Project or EA 700 Senior Thesis.

The fifth course must deal with the modern period.

The sixth and seventh courses must be selected from the list below.

AR	103	Introduction to Asian Art
AR	222	Buddhist Art
AR	313	Masterpieces of Japanese Painting
AR	317	Masterpieces of Chinese Painting
CS	130	The Chinese Literary Tradition (in translation)
CS	216	Traditional Chinese Fiction (in Translation)
CS	220	Modern Chinese Fiction (in Translation)
CS	225	Classical Chinese Poetry (in Translation)
CS/LS	260	Introduction to Literary Theory and Criticism
CS	400	Advanced Readings, Conversation and Writing (Modern Chinese)
CS	401	Classical Chinese: Introduction to *Wenyan* (in Chinese)
CS	402	Classical Chinese: Introduction to *Wenyan* (in Chinese)
CS	425	Seminar on Contemporary Culture and Language (in Chinese)
CS	475	Senior Seminar in Chinese Fiction (in Chinese)
EC	426	Asian Economic Development
HI	211	Early East Asia
HI	212	Modern East Asia
HI	331	Imperial China
HI	332	Modern China
HI	333	Chinese Intellectual History
HI	334	The Rulers of China
HI	335	Traditional Japan
HI	336	Modern Japan
HI	409	Rebellion and Revolution in Modern China
HI	418	U.S. – Japan Relations
HI	419	Pearl Harbor and Hiroshima
HI	426	Writing and Research, East Asia
HI	427	Writing and Research, Japan
JA	216	Traditional Japanese Literature (in Translation)

JA	220	The Novel and Novelist in Modern Japan
JA	226	Japanese Fiction: Image and Idiom
JA	325	Japanese Language and Culture
JA	475	Senior Seminar in Japanese Literature
JA	426	Approaches to Japanese Literary Criticism
PA	253	Confucianism and the Confucian Tradition in East Asia
PA	256	Topics in Japanese Philosophy
PS	220	Asian Politics
PS	430	Seminar on the United States and Asia
RE	115	Introduction to Eastern Religious Thought
RE	210	The Buddhist Tradition in India
RE	211	The Buddhist Tradition in Korea and Japan
RE	212	Chinese Religions
RE	214	The Tantric Tradition: India, Tibet, China, Japan
RE	311	Seminar in Buddhist Philosophy
RE	312	Buddhist and Christian Enlightenment
SA	335	Chinese Society and Culture

Language Study: The East Asian major will complete a total of six regular credits – one winter term credit in the Chinese or Japanese language training program (listed below) preparatory to direct cultural experience and intensive language training in an approved structured program in Japan, Taiwan, or the People's Republic of China. For Chinese language students, the overseas language and cultural course work should earn either three or four credits, depending upon whether the student goes for a single regular term or a regular term and a winter term. It is possible to earn seven credits for three quarters of successful advanced language study completed at the Inter–University Program for Chinese Language Studies in Taipei, Taiwan. Chinese students at other programs may, upon returning from overseas, be given a test to determine the number of credits to be awarded.

Japanese students are encouraged to spend the full junior year doing language study and cultural work in an approved program in Japan. Nine credits will be awarded for successful completion of such a program.

Overseas study for Middlebury credit is usually restricted to the junior year, but exceptions are sometimes made for seniors. The foreign study requirement may be waived with the permission of the program chair and Middlebury courses substituted.

Those who study Chinese or Japanese at Middlebury Summer Language Schools earn three credits.

CHINESE LANGUAGE COURSES

CS 101–102–103
Beginning Chinese
Fall, Winter, Spring

CS 201–202
Intermediate Chinese
Fall, Spring

CS 301–302
Advanced Chinese
Fall, Spring

plus other language credits earned in East Asia.

JAPANESE LANGUAGE COURSES

JA 101 – 102 – 103
Beginning Japanese
Fall,Winter, Spring

JA 201–202
Intermediate Japanese
Fall, Spring

JA 301–302
Advanced Japanese
Fall Spring

plus other language credits earned in Japan.

Senior Thesis or Project: During the first month of the fall semester, each East Asian Studies senior will submit a proposal of a thesis topic or project (in consultation with the thesis or project advisor). The topic seeks to explore one central problem or question within a closely defined scope and limited area/time period/methodological framework. In most cases, some primary or secondary sources in an East Asian Language are to be covered in the thesis. Students will enroll in EA 700 in the fall and winter of the senior year for the writing of

their theses. The senior project (EA 600) can be a substantive annotated translation or essay. Students who engage in a senior project will take one upper level EAS course by the end of the fall *with the approval of the program chair* and enroll in EA 600 to complete the project in the winter of the senior year. At least one completed copy of the senior thesis or project is to be submitted to the program chair no later than noon on the last Friday of Winter Term. A thesis that is submitted late will not be eligible for Honors. Moreover, a penalty of one grade–step reduction (i.e., from B– to C+) per working day will be assessed on late theses and projects.

ECONOMICS

Fred C. Dirks Professor of Economics and Political Science: Michael P. Claudon *Christian A. Johnson Distinguished Professor of Economics*: David C. Colander *Hepburn Professor of Economics*: David E. Horlacher *Professors*: Richard R. Cornwall, Paul M. Sommers (Chair) *Associate Professor*: Phanindra V. Wunnava (on leave) *Assistant Professors:* Catherine Sokil Milnikiewicz, Thomas A. Carr, Kailash Khandke, Sunder Ramaswamy, Kevin Stephenson *Part–time Lecturer*: Joanna Wayland Woos

I. REQUIRED FOR THE MAJOR

The economics major consists of four sequences.

Introductory Sequence: EC 150, EC 155 and MA 112. The Department will waive the MA 112 requirement for students who score a "3" (or higher) on the Advanced Placement Calculus AB exam. Neither EC 150 nor EC 155 assumes any prior exposure to economics, but both courses presume a thorough working knowledge of algebra.

NOTE: No student who receives a grade below a C– in either EC 150 or EC 155 will be admitted into the Intermediate Theory Sequence without permission.

Quantitative Sequence: EC 210 and EC 211. Students must pass EC 210 with at least a C– to be admitted to EC 211 without permission.

Intermediate Theory Sequence: EC 350 and EC 355. MA 112 is a prerequisite for EC 350 and EC 355.

NOTE: It is important, especially for those planning to study abroad, that these three sequences be completed by the end of the fall term, junior year.

Elective Sequence: Majors are required to take at least four electives, two of which must be at the "400" level. One 400–level course must be completed at Middlebury. Note: EC 800 does not substitute for a 400–level course.

Students majoring in economics *cannot* count all three of the courses EC 340, EC 440, and EC 445, or all three of the courses EC 230, EC 330, and EC 430, nor can they count both EC 425 and EC 426 towards the minimum of 10 required courses. Since the same course cannot count both towards a Departmental and concentration requirement, students majoring in economics cannot count MA 112 towards their concentration (e.g., CN 073, CN 074, or CN 078).

Honors: Seniors interested in earning Departmental Honors may choose between two options: the Independent Research Option or the Senior Honors Thesis Seminar Option. Normally, honors candidates have completed the three nonelective sequences by the beginning of the fall term, senior year. Detailed descriptions and requirements of the two options are available from the Department.

Honors for Joint Majors: Students completing a joint major in economics and a related discipline who aspire to earn Departmental Honors must either (i) complete EC 800 Senior Research for Honors in addition to the other joint major requirements or (ii) complete the related department's senior thesis program. Honors candidates choosing option (ii) are required to (a) find an advisor in the Economics Department, (b) submit a final copy of the thesis to the coordinator of EC 800 on the due date set for students in EC 800 and (c) defend the thesis during a seminar presentation in the Economics Department. Candidates choosing either option must meet the minimum grade requirements for Honors in economics: a B average (3.0 on a 4–point scale) in courses taken from the joint major and a B+ on the thesis.

International Major: MA 112, EC 150, EC 155, EC 210, EC 211, EC 350, EC 355 and four electives, one of which must be a 400–level course at Middlebury. The 400–level course at Middlebury should be based on study abroad. Courses completed abroad can consist of two electives (the equivalent of an Economics 300– or 400–level course). For an elective taken abroad to count at the 400–level the student must pass the year–end exam and complete a significant independent research paper for the course.

See also International Politics and Economics.

II. POST–GRADUATE PREPARATION

Students considering graduate programs in economics are urged to complete the first three sequences plus EC 411 and either MA 315 or MA 318. Majors considering graduate programs in economics are strongly advised to do a mathematics concentration.

Because of the widespread use of computers in both M.B.A. and Ph.D. programs, majors should become familiar with computer programming by completing CX 103 and preferably CX 213, and are strongly advised to take EC 411.

EC 150 Introductory Economics (Macro) Fall, Spring

An introduction to the analysis of such macroeconomic problems as inflation, employment levels, the role of money, taxation and spending, and resource use and conservation. Staff

EC 155 Introductory Economics (Micro) (CW) Fall, Spring

An introduction to the analysis of such microeconomic problems as price formation (the forces behind demand and supply), market structures from competitive to oligopolistic, the distribution of income, and public policy options bearing on these problems. (One section offered in the Spring satisfies the College Writing requirement.) Staff

EC 210 Economic Statistics Fall, Spring

Basic methods and concepts of statistical inference with an emphasis on economic applications. Topics include probability distributions, random variables, estimation, hypothesis testing and contingency table analysis. A weekly one–hour lab is part of this course in addition to three hours of class meetings per week. Mr. Sommers

EC 211 Introduction to Regression Analysis Spring

In this course regression analysis is introduced. The major focus is on quantifying relationships between economic variables. Multiple regression identifies the effect of several exogenous variables on an endogenous variable. After exploring the classical regression model, fundamental assumptions underlying this model will be relaxed and further new techniques will be introduced. Methods for testing hypotheses about the regression coefficients are developed throughout the course. Both theoretical principles and practical applications will be emphasized. The course goal is for each student to competently employ regression analysis as a research tool and to justify and defend the techniques used. (EC 210) Mr. Cornwall

EC 230 Socialist Economies in Transition Spring

This course explores the recent major transformations which are occurring in many of the formerly socialist countries such as Russia and in Eastern Europe. First we examine and contrast the allocation of resources in the former centrally planned systems with a market allocation, looking specifically at the difficulties of central planning that led to the breakdown of a number of socialist economies. Then we consider the transition problems these economies are experiencing as they attempt to move toward a market economy. (EC 150 or EC 155 or permission)

Ms. Sokil Milnikiewicz

[EC 300 Current Problems in Economic Policy]

EC 310 Economics of Investing in Securities Spring

This course looks at the perils and promises for investors in financial securities. We explore the range of securities currently available to investors and the wisdom offered by economists on various investment strategies. Theories of choice under uncertainty, portfolio theory and beta analysis are developed. (EC 150 and EC 155) Mr. Stephenson

EC 316 Corporate Finance Fall

This course examines how firms evaluate and finance investment opportunities. Major topics covered are the time value of money, the risk and return tradeoff, capital structure (should firms use debt or equity), how finance affects stock price, analyzing financial performance, and mergers and acquisitions. Topics briefly covered include complex financial instruments, leasing versus buying, and hedging financial risk. (EC 150 and EC 155)

Mr. Stephenson

EC 325 Economic Development: Theory and Practice Spring

This course will examine why some developing countries attain their goals and others do not. It will try to identify the factors that contribute to, or impede, the development process. By examining current data and applying economic theory, it will assess suggested courses of and remedies for poverty, population pressure, unemployment, rural stagnation and educational deficits. It will consider the roles of foreign trade, investment and debt in the context of an interrelated world economy. It will also suggest roles to be played by the industrialized countries and international organizations in promoting economic development in the Third World. (EC 150 or EC 155)

Mr. Horlacher

[EC 330 Comparative Economic Systems]

EC 340 International Economics: A Policy Approach Fall

This course examines both international commodity trade and international finance. After learning the fundamentals of international trade theory and the macroeconomics of open economies, students will take up policy issues such as open–versus–protected international trade, international exchange rate policies, international consequences of national macroeconomic policies and those related to trade among countries at different levels of economic development. (EC 150 and EC 155)

Mr. Claudon

EC 350 Macroeconomic Theory Fall, Spring

Macroeconomic theory analyzes whether the market effectively coordinates individuals' decisions so that they lead to acceptable results. It considers the effectiveness of monetary, fiscal and other policies in achieving desirable levels of unemployment, inflation and growth. The theories held by various schools of economic thought such as Keynesians, Monetarists and New Classicals are considered along with their proposed policies. (EC 150, EC 155 and MA 112)

Mr. Colander (Fall)
Ms. Woos (Spring)

EC 355 Microeconomic Theory Fall, Spring

Microeconomic theory concentrates on the behavior of the household (the consumer) and the firm (the producer). The former underlies the theory of demand and the latter underlies the theory of supply. Together the theories of supply and demand help illumine contemporary economic problems (gasoline rationing, sex discrimination in the labor market, the food stamp program, cartelized industries, for example.) (MA 112 and EC 155)

Mr. Ramaswamy (Fall)
Mr. Sommers (Spring)

EC 365 Environmental Economics Spring

Natural scientists can help us to understand the impacts on the environment of the residuals we discharge into the air and water, but decisions to treat or reduce the discharges of residuals are ultimately economic decisions about the best uses of society's resources. Economic theory will be applied to the problems of choosing the optimal amounts of resources to devote to reducing discharges and to devising regulatory strategies that will help achieve environmental quality goals at least cost. (EC 155)

Mr. Carr

[EC 375 Money, Banking and Financial Markets]

EC 385 Socioeconomic Inequality Fall

What is the interaction between the construction of social structures (e.g., gender, race, class) and the operation of markets: do markets amplify or diminish inequality? We look at neoclassical economists' understanding of how inequality affects market outcomes and of how competition among employers should reduce inequality. We shall contrast this with Marxian efforts to base social inequality on distinct economic roles. Finally, we look at efforts within feminism, ethnic studies, sociology and cognitive psychology to connect changes in social structures (tastes, norms, legal distinctions) to economic roles (assets, occupations, education). (EC 155)

Mr. Cornwall

[EC 395 Introduction to Mathematical Economics]

[EC 411 Applied Econometrics]

[EC 425 Seminar in Economic Development]

EC 426 Asian Economic Development Spring

Asia has emerged as a powerful player in today's global economy. This seminar will analyze in depth alternative paradigms and theories pertaining to Asian economic development. Emphasis is on the modernization of the region in the post–colonial era and is treated in a broad political economy context. We will compare experiences across South Asia and East Asia. Issues concerning industrialization, liberalization, environment, population, poverty and political pluralism will be studied. The role of the U.S., the World Bank and the IMF in aiding development will be critically examined. (EC 325 or EC 350 or permission)

Mr. Ramaswamy

[EC 427 Development versus Democracy?]

EC 428 Population Growth and the Global Future Spring

This course will show how economic analysis can be used to predict the impact of rapid population growth on younger generations, especially in Third World nations. It will assess the implications of this growth for sustainable global economic development, especially the protection of the environment. It will also assess the implications of population trends for closing the gaps between rich and poor within and among nations, especially for minorities, women, children and the elderly. The course will demonstrate how economic techniques, such as cost–benefit analysis, can be used to improve population policies and programs. (EC 350 or EC 355 or permission)

Mr. Horlacher

EC 430 Comparative Reform of Planned Economies Fall

This seminar will explore the economic transitions underway in socialist economies. We will analyze the systems which served as the postwar model for Eastern Europe and the divergent attempts to reform them, contrasting the various models. Next, we explore changes in the economic systems of Eastern Europe made possible by recent "revolutions." Specific topics include: direction of political economic reforms; role of markets; privatization schemes; joint ventures; and integration into the global economy. (EC 355 or permission)

Ms. Sokil Milnikiewicz

EC 440 The Economics of International Trade Fall

A study of the causes of trade between nations and its consequences for economic well–being and the allocation of scarce resources. Trade policies in advanced and developing economies as well as the interrelationship between trade and economic development will be analyzed in detail. Issues surrounding free trade versus protectionism, GATT, U.S. competitiveness, U.S.–Japan trade relations, European Economic Union and the North American Free Trade Agreement will be analyzed in depth. (EC 355)

Mr. Ramaswamy

EC 445 International Finance Fall, Spring

An analysis of the world's financial system and the consequences for open economies of macroeconomic interdependence. Particular topics include exchange rate determination, balance of payments adjustments, and monetary and fiscal policies in open economies. Special attention is paid to the strategies and problems associated with financial liberalization and debt in developing countries. (EC 350)

Mr. Khandke

EC 450 History of Economic Thought Spring

This course offers an historical and analytical perspective on the development of economic ideas. It asks the question: why is economics what it is today? Topics include the evolution of classical to neoclassical thinking, the Keynesian revolution, the changing focus of economic theory and the current state of the profession. (EC 350 or EC 375)

Mr. Colander

[EC 455 Industrial Strategies]

EC 460 Industrial Organization and Public Policy Spring

This course examines the structure and performance of American industries and, to a lesser extent, public policy regarding these industries. Topics covered include advertising, pricing, antitrust legislation, patents, regulation, game theory and strategic behavior. The lectures will be equally divided between gen-

eral lectures regarding these topics and specific industry studies, with an occasional philosophical debate on such topics as: what should be the optimal patent length, or should the U.S. steel industry be protected. We will examine no less than 20 industries. The major writing assignment is an industry study. (EC 155, EC 355 or permission) Mr. Stephenson

EC 465 Special Topics in Environmental Economics Fall

This seminar explores selected environmental economic issues from a theoretical and policy perspective. Building upon the foundations of economic theory, the current course focuses on global warming, tropical rain forest destruction, techniques to measure environmental resources, wetlands, and endangered species. (EC 355) Mr. Carr

[EC 470 Public Finance]

EC 475 Monetary Theory and Financial Institutions Fall

This is a seminar on monetary problems and policies related to the functioning of, and the outlook for, the U.S. economy. The approach is pragmatic and institutional, involving the basics of how our monetary system operates and the theoretical concepts as they apply to current problems and policies. Topics include the activities of the Federal Open Market Committee, operational techniques in implementing policy decisions, and international aspects and consequences of U.S. domestic monetary policy and operations. (EC 350) Mr. Colander

[EC 480 Labor Economics]

[EC 485 Inequality and Poverty]

EC 498 Seminar in Economic Issues Spring
Staff

EC 500 Individual Special Project Fall, Spring
(Permission, see *Handbook*) Staff

EC 800 Senior Research for Honors Fall, Winter
(Permission) Mr. Carr

See also International Politics and Economics.

ENGLISH

Professors: John Bertolini, John Elder, Robert Hill, David Littlefield, Edward Martin (chair), Elizabeth Napier, Robert Pack, Jay Parini, David Price, John Wilders (Fall and Winter terms) *Associate Professors*: Julia Alvarez, Terry Hummer (on leave Fall term), Gary Margolis (part–time) *Assistant Professors*: Cates Baldridge, Alison Byerly (on leave), Nancy Coiner (on leave), Diana Henderson, Kathleen Skubikowski (part–time) *Visiting Lecturers*: David Bain (part–time), Devon Jersild (part–time), Don Mitchell (part–time), Ron Powers (part–time)

COLLEGE WRITING PROGRAM

EL 204, 107, 163, and 173 all satisfy the College Writing Requirement.

See descriptions below under "Literature" and "Writing" courses that are designated (CW).

MAJOR PROGRAM

Required for the major in English are: ***(1) the Core*** (seven courses) EL 203 and EL 204; four Distribution Courses in literature, one chosen from each of the following groups: (I) EL 300, 301, 302, 303, 224; (II) EL 206, 304, 305, 306, 307; EL/LS 308; (III) EL 207, 213, 214, 314, AL 202, AL 301; (IV) EL 208, EL/AL 309, 312, 229, 230, AL 302, AL 307, EL/LS 310; and Shakespeare (EL 319 or 320 or 321 or 421); ***(2) a Field*** (five courses, one of which is a seminar, in drama, novel, poetry, creative writing, or a Field defined by the student and approved by the Department); ***(3) the Senior Program*** (one, two, three courses).

Fields: A Field is a minimum of four courses informed by a coherent principle plus a seminar in a subject appropriate for the field. Up to two of the same courses – but no more than two – may be used to fill both Distribution and Field requirements:

Drama: (1) EL 227 or CL 152; (2) EL 111 or EL 224 or EL 306 or EL/LS 308; (3) EL 321 or EL 319 or EL 320; (4) EL 229 or EL 230 or EL/LS 310; or an approved drama course in a department other than English; (5) a seminar.

Narrative Tradition and the Novel: (1) EL 206; (2) EL 207 or EL 314; (3) EL 208; (4) EL 302 or AL 301 or AL 302 or EL/AL 309 or an approved fiction course in a department other than English; (5) a seminar.

Poetry: (1) EL 173 or EL 204 (2) EL 303 or EL 304 or EL 307; (3) EL 213 or EL 314; (4) EL/AL 312 or AL 307 or an appropriate poetry course in a department other than English; (5) a seminar.

Creative Writing – Poetry: (1) EL 173; (2) EL 375; (3) and (4) two of: EL/AL 312, EL 213, EL 314, AL 307; (5) a seminar.

Creative Writing – Fiction and Nonfiction: (1) EL 107 or EL 163 or EL 173; (2) EL 360 or EL 365 or EL 370; (3) and (4) two of: EL 206, EL 207, EL 314, EL 208, EL/AL 309, AL 301, AL 302, AL 340; (5) a seminar. Where appropriate, TH courses in Playwriting and Screenwriting may be substituted.

Majors seeking to define Fields may, in consultation with their advisors, propose to the Department chair alternative Fields or different courses within the five Fields listed above. For example, some literature courses in foreign languages and in classics may be substituted for courses in drama, novel and poetry as long as the coherence of the Field is maintained. Areas within which Fields can be defined are, for example, the Literature of Nature, Pastoral Literature, and intensive studies of periods and cultures (such as Renaissance, eighteenth century, nineteenth century, modernism, contemporary literature), with courses in history, art, music, religion, philosophy, foreign languages, American literature included. Those seeking to define "joint" majors with English and another department may, through the way the Field is defined, be able to meet all of the requirements for the major in English, and thus may wish to consider a double rather than a joint major.

A student entering the major should discuss a plan for the entire major program with an advisor in the Department, or with the chair. It should be noted that most distribution courses will not be offered every year: in Groups I, II, and III there will normally be two each year and in group IV normally there will be four. Enrollments in Distribution courses may be limited; therefore, it may not always be possible for a student to take a particular course in the year of his/her first choice. Seniors, then Juniors, have priority for places.

Seminar topics will change from year to year. In general, two factors are important; the seminar elected should be an appropriate enhancement of the rationale for the Field, but it may not always be possible for a student to enroll in the seminar of his/her first choice.

JOINT MAJORS

Normally, the minimum of seven EL courses used in the joint major will include the following: EL 203; EL 204; one course in each of four of the five Distribution areas: I, II, III, IV, Shakespeare; and Senior work that brings together aspects of the two majors (such as an essay, thesis, seminar, etc.) Joint majors must be approved by the Chairs of the Departments or Programs involved.

SENIOR PROGRAM

The Senior Program includes the required Winter Term Seminar and Examination and an optional one–term Essay or a two–term Thesis (EL 700 or 710.) Normally seniors register for one unit of EL 700 or 710 in the fall term and register for the Winter Term Program in the winter term. Students undertaking two–term theses normally complete them during spring term.

Students who plan on attending graduate school in literature are advised to include at least a broad representation of American literature in their course selections (for example, especially AL 202 and several of AL 201, 203, 204, AL 307 or EL/AL 312, EL/AL 309); LS 705, Senior Colloquium in Literary Studies, is also an appropriate selection, and can be used to fill the seminar requirement for the English major.

Departmental honors will be determined on the basis of course grades, essay or thesis grade, and the Winter Term Program grade. For Honors in any of the three categories (Honors, High Honors, Highest Honors), College rules specify a minimum average of B in course grades and a minimum grade of B on the Essay or Thesis. To qualify for Highest Honors the Department requires a minimum of B+ in each of the three areas (course–grades average, thesis or essay, and the Winter Term Senior Program). In determining the numerical average of course grades all courses designated EL will be counted as will all other Middlebury courses which fulfill requirements for the major. Departmental minimum grade averages for each level of honors are:

Highest Honors:	A+
High Honors:	A or A–
Honors:	B+

The Winter Term Senior Program is an intensive comprehensive course that evaluates literary knowledge and sensibility through both written and oral components. Every year

six or seven faculty will have responsibility for designing a course with shared and common experiences for all Seniors and staff. While the format may change, each year the course will exercise and test skills of close reading, analysis, and comparison. Students will be asked to consider connections and influences as well as generic (or formal), thematic, and theoretical perspectives. The Winter Term Reading List will vary with each new format, and will be given to majors in their junior year. Each year's list will include selections from Chaucer, Shakespeare, and Milton, as well as twelve to fifteen other works or authors to be read or reread by the beginning of Winter Term. Students can expect to have read some, but not necessarily all, of these works in courses. The Winter Term staff may choose to add a book or two at the beginning of Winter Term; these additions may be drawn from literature, criticism, or philosophy.

The Winter Term course is required for completion of the major.

See "JUNIOR SEMINARS" and "WRITING - Level Three," below, for descriptions of prerequisites to essays and theses.

Normally, essays and theses are critical studies of some aspect of an author's work, but students who have completed two 300–level writing workshops may petition to undertake a creative writing project. Each senior is assigned to a faculty member for guidance on the essay or thesis.

Fall term and spring term Senior Essays must be submitted no later than the last day of classes. Late essays will receive a grade no higher than C. Senior theses (two–term writing programs and projects) must be submitted no later than two weeks before the last day of classes in either term. Late theses will receive a grade no higher than C and will have no oral examination or outside reader. No one is permitted to register for the second term in a thesis program unless he or she has accomplished and submitted a substantial amount of work during the first term.

GENERAL AND COMPARATIVE LITERATURE

These courses (110, 111, 112, 113, 114, 115, 116, 117, 118) are recommended for students, primarily in their first or second years, with interests in comparative, thematic, and theoretical approaches to literature. These courses are especially suitable for meeting the College Distribution Requirement in the Humanities Division.

[EL 110 Continental Fiction]

[EL 111 European Drama (III)]

[EL 112 Mythologies Timeless and Timely, Traditional and Contemporary]

EL/AL 113 Visions of Nature Spring

This course will focus on the work of nature writers and poets who have exercised an influence on the modern environmental movement or who suggest where it might go from here. John Muir, Mary Austin, Aldo Leopold, Rachel Carson, Edward Abbey, Gary Snyder, Annie Dillard, Leslie Silko, A.R. Ammons, Wendell Berry, and Terry Tempest Williams will be among the authors studied. We will also consider the paintings of Georgia O'Keeffe (in connection with Austin) and the photographs of Ansel Adams and Eliot Porter (in connection with Muir and with Leopold). (Intended for first– and second–year students. All others by permission only.) Mr. Elder

EL 114 Reading Women's Writing Fall

Why and how do women write? Does literary history reveal distinctive styles, patterns and continuities in the works of female authors? We will begin to address these questions through our close reading of a wide variety of women's literature in English, including a sampling of poetry from the sixteenth to twentieth centuries, stories, and essays by Dinesen, Lessing, V. Woolf, Atwood and C. Wolf, and novels by Austen, C. Brontë, and Hurston. Secondary readings will reflect on the concept of gender as a central organizing principle. Employing various methods of literary analysis, the course will address issues of interest to students in a wide range of disciplines, including philosophy, psychology, and history, as well as literature.

Ms. Henderson

[EL 115 Romance]

[EL 116 Justice in an Indifferent Universe]

EL 117 The History of Nature from Beginning to End Fall

This course will consider the double attitude toward nature which is expressed in the opening chapters of the Book of Genesis: human awe in the face of divine creation and the human desire, conceived as a commandment, to take "dominion" over nature. We will trace the history of this ambivalence by studying works of literary art, mainly poetry, emphasizing various views of nature in nineteenth– and twentieth–century England and America. At the same time, we will study the history of nature from the perspective of contemporary science, the Big Bang theory on the evolution of organic life, and the environmental crisis. We will conclude with some speculation about the future—a post–nature evolutionary phase—in which nature may be superseded by human structures, and human beings replaced by their own creations: intelligent robots who, in turn, create robots of even greater intelligence. Mr. Pack

EL 118 "Men Against the Sea" Spring

A study of controversial, audience–limited, mainly unfashionable novels, almost all of which once enriched (as a couple still do) secondary–school reading lists. Why are most of them no longer read? Current Marxist (anti–imperial), feminist (radical), and deconstructionist (nihilistic) critical theory will be taken into account. This course will, however, scrupulously avoid assuming any identifiable ideological approach. Our attempt shall be to "read literature as literature" on its own terms, in its own time and ours. Novels: Defoe's *Robinson Crusoe*, Nordhoff and Hall's *Mutiny on the Bounty*, Wouk's *The Caine Mutiny*, Dana's *Two Years Before the Mast*, Conrad's *The Nigger of the Narcissus*, Kipling's *Captain's Courageous*, Roberts' *Boon Island*, Kingsley's *Westward Ho!*, London's *Sea Wolf*; short stories: Crane's "The Open Boat"; Melville's "Billy Budd"; Conrad's "Typhoon"; poetry: Byron's *Don Juan* (selections); Frost's "The Discovery of the Madeiras"; Tennyson's "The Revenge"; Masefield's "Dauber"; Coleridge's "The Rime of the Ancient Mariner"; among secondary material, brief mimeographed selections from: Bligh's *Bounty Mutiny*; Twain's *Life on the Mississippi*; Hakluyt; *Principal Navigations* Read's *Alive*; Monsarrat's *The Cruel Sea* (film). Mr. Hill

MAJOR PROGRAM

LITERATURE

The EL 203–204 sequence introduces students to skills of close reading and analytical writing, and in some depth to writers whose works are regarded as central to the English literary tradition.

Those intending to major in English are advised to complete the EL 203–204 sequence *before* they elect other courses above the 200 level. EL 204 is a writing intensive course that meets the College Writing (CW) requirement. EL 203 is prerequisite to EL 204.

EL 203 Interpretation of Literature Fall, Spring

The course seeks to develop skills for the close reading of literature through discussion of and writing about selected poems with some attention to drama and short fiction. Taught in small sections with frequent writing assignments. (Open to sophomores and first-year students who have completed the First–year Seminar requirement, who intend to major in English, American Literature and Civilization, or Literary Studies; open to other students, space permitting.) This course does *not* fill the College Writing (CW) requirement. Staff

EL 204 Chaucer, Shakespeare, Milton (CW) Fall, Spring

A course designed as a continuation of EL 203; students will study and discuss selections from Chaucer's *Canterbury Tales*, two of Shakespeare's plays and Milton's *Paradise Lost* in its entirety. (Prerequisite: EL 203; advanced Literary Studies majors by permission.) Staff

Courses below that fill departmental requirements are so indicated by the number of the group, (I, II, III, or IV) in parentheses, and (SH) for the Shakespeare requirement.

EL 206 Early English Novel (II) Fall

The development of the English novel in the eighteenth century. Novelists include Defoe, Richardson, Fielding, Sterne and Lewis. Mr. Baldridge

EL 207 Nineteenth–Century English Novel (III) Fall, Spring

Close analysis of form, theme and character in representative English novels of the nineteenth century. Among the novelists to be read

are Austen, Dickens, Thackeray, Trollope, Gaskell, the Brontës, Eliot, and Hardy.
Staff; Mr. Baldridge

EL 208 Twentieth–Century English Novel (IV) Fall, Spring
This course will focus on novelists of the first quarter of the twentieth century: Conrad, Joyce, Lawrence, Forster and Woolf. We will study the various ways in which each sought to engage both the general problems of human life and experience thrust on us all by the unsettling conditions of the modern period, and how their differing experiments in form, structure, and style led to richly complex expressions of their doubts, fears, hopes and beliefs. Staff; Mr. Price

EL 213 English Romanticism (III) Fall
Primary attention will be given to poetry and prose selected from the six major English Romantic poets: Blake, Coleridge, Wordsworth, Keats, Shelley and Byron. Mr. Hill

[EL 214 The Pastoral (III)]

[EL 227 Greek Comedy]

[EL 229 Modern British Drama: 1890–1950 (IV)]

[EL 230 Contemporary British Drama: 1950 to the Present (IV)]

[EL 300 Medieval Literature (I)]

EL 301 Chaucer (I) Fall
A reading of all of the extant texts of the *Tales of Canterbury* with attention to the evolution, intent, and ordering of the various fragments. Mr. Littlefield

[EL 302 Medieval and Renaissance Narrative: Chaucer and Spenser (I)]

[EL 303 Sixteenth–Century English Literature (I)]

[EL 304 Seventeenth–Century English Literature (II)]

[EL 305 Eighteenth–Century Poetry and Prose (II)]

[EL 306 Restoration Literature (II)]

EL 307 Neoclassic and Romantic: Changes in English Poetry, 1700–1830 (II) Spring
An examination of important shifts of sensibility in English poetry of the Neoclassic and Romantic periods. Under scrutiny will be issues of diction, genre, and structure, as well as transforming notions of knowledge, nature, and the self. Mrs. Napier

[EL/LS 308 Seventeenth– and Eighteenth–Century English and European Drama (II)]

[EL/AL 309 Contemporary Literature (IV)]

EL/LS 310 Modern Drama (IV) Fall
Beginning with Goethe, Kleist, and Gogol, as romanticism's precursors of modern drama, this course will examine the work of four major dramatists of the late nineteenth and early twentieth centuries, Ibsen, Strindberg, Shaw, and Pirandello, focusing on their relentless critique of societal morality, their explorations of the unconscious, and the tension between realism and surrealism in their plays.
Mr. Bertolini

[EL/AL 312 Modern Poetry (IV)]

[EL 314 Post–Romantic Nineteenth–Century Literature (III)]

EL 319 Shakespeare's Comedies and Romances (SH) Fall
Close examination of selected scenes from *A Midsummer Night's Dream, The Merchant of Venice, Much Ado About Nothing, Twelfth Night, The Winter's Tale* and *The Tempest*. Although the constituent parts of each play—construction, character, theme and language—will be considered, the main emphasis will be on the effects created in performance. Students should be willing to take part in readings, as at a rehearsal. Mr. Wilders

[EL 320 Shakespeare's Tragedies and Histories (SH)]

EL 321 Shakespeare (SH) Spring
An intensive scrutiny of language, character and theme. Among the works to be considered are *A Midsummer Night's Dream, King Lear* and *The Winter's Tale*. Mr. Bertolini

EL 324 Medieval and Renaissance Drama (I) Spring

A study of Elizabethan and Jacobean dramaturgy as practiced by such masters of comedy and tragedy as Marlowe, Jonson, Shakespeare, and Webster, with medieval drama as a background. Ms. Henderson

EL/LS 340 Fate, The Unconscious Mind, and Choice Fall

See Program in Literary Studies listings for description. Mr. Pack

SEMINARS

The process or *activity* of the seminar is as important as the subject: in each seminar there will be close analytical discussions of the reading, and those discussions will form the basis for extensive writing requirements. Seminars that fill Distribution requirements in the major in addition to Field requirements are so indicated.

Registration for the Seminar program is organized by a departmental committee before the normal registration period. Inquire at the department office for application procedures ***at least one week before registration.*** Students not majoring in English are welcome to apply, and are encouraged to do so. Students abroad, or studying elsewhere during junior year, should indicate their seminar preferences well in advance of each registration period, and should have someone register for them.

Courses that fill the English Department seminar requirement are listed below. Several seminars offered by other departments and/or programs, when appropriate to the Field, may also be used to fill the seminar requirement.

LS 705 Literary Studies Colloquium Fall

See Literary Studies listings for description. Mr. Donadio

EL/TH 403 Seminar: Alfred Hitchcock Spring

The cinematic artistry of Alfred Hitchcock in a dozen of his major films (mainly from the 1950s, including *North by Northwest, Psycho, Rear Window, The Trouble with Harry, Vertigo*) with attention to Hitchcock's style and technique, his obsessive images (such as dangling over the abyss), and his characteristic themes (the transfer of guilt, the double, etc.), and with a focus on the figure of the artist in Hitchcock's work. This course will satisfy the seminar requirement for the Drama field. (Please apply at Department office.) Mr. Bertolini

EL 405 Seminar: Wordsworth and Eliot Spring

This seminar will explore the profound affinities between William Wordsworth's poetry and the novels of George Eliot. Both writers, while chronicling the changes of English rural life in their day, also extended the Miltonic tradition: they affirmed the ennobling potential of suffering and raised compassion and sympathy above all other virtues. Our primary readings in Wordsworth will come from *Lyrical Ballads* and *The Prelude* (1805 version). Excerpts from Coleridge's *Biographia Literaria* and Dorothy Wordsworth's Alfoxden and Grasmere journals, as well as the paintings of John Constable, will provide a contemporary context for the poetry. Similarly, we will relate Eliot's *Adam Bede, The Mill on the Floss,* and *Middlemarch* to the intellectual and political concerns reflected in her translations of Strauss and Feuerbach and in her critical essays for the *Westminister Review.* (Please apply at Department office.) Mr. Elder

EL 407 Seminar: William Butler Yeats Fall

Extensive reading in most of Yeats' work with intensive study of selected poetry. Works to be read, or read in, outside the required reading of all the poetry will include: *The Autobiography, The Collected Plays, A Vision, Mythologies, Irish Fairy and Folk Tales* (ed. Yeats), *Ideas of Good and Evil, Discoveries, Per Amica Silentia Lunae, The Cutting of an Agate.* (Please apply at Department office.) Mr. Hill

EL 421 Seminar: Shakespeare Tragedies (SH) Fall

Close analysis of central scenes from *Julius Caesar, Hamlet, Othello, King Lear, Macbeth* and *Antony and Cleopatra* with occasional reference to Aristotle's *Poetics.* Construction, character, theme and language will be considered, but the main emphasis will be on the effects created in peformance. Students should be willing to take part in readings, as at a rehearsal. Mr. Wilders

JUNIOR SEMINARS

One of these seminars, or an equivalent course, is required of students who wish to undertake independent critical projects (EL 700 or EL 710)

during senior year. Designed to help students improve skills useful in writing senior essays or theses, these seminars include substantial writing as well as discussion of research and critical methods. EL 350 and 351 also fill the seminar requirement; open to seniors when there is space available.

EL 350 Junior Seminar: The Novel and The Body Fall

An examination of important eighteenth– and nineteenth–century fictional narratives that offer different views of the relationship of the body to the creation of "high" artistic meaning. Issues to be considered (among others) are definitions of illness and health, the domestication of the body, theatricality, hysteria, and self–abnegation. Novels will include Daniel Defoe's *Robinson Crusoe*, Samuel Richardson's *Clarissa*, Elizabeth Inchbald's *A Simple Story*, Shelley's *Frankenstein*, Jane Austen's *Mansfield Park*, Charlotte Brontë's *Jane Eyre*, and Thomas Hardy's *Tess of the d'Urbervilles* and *Jude the Obscure*. Mrs. Napier

EL 351 Junior Seminar: Virginia Woolf and Literary History Spring

Using several novels and essays by Virginia Woolf as our signposts, we will take a tour through four centuries of British literature, reading works—both famous and obscure—in a variety of genres. We will trace the allusions to seventeenth–century women poets in *A Room of One's Own*, read samples of the styles parodied in *Orlando*, and explore the relationships between history and art which both vexed and animated Woolf's own writing. We will also consider the doubts about history that characterize the "modern" condition, and its apparent self–contradictions (For example, how can history be an inescapable nightmare and yet unrecoverable? inexorable and yet the mere "orts and fragments" of a pageant, as represented in Woolf's last novel, *Between the Acts*? Why do the innovative stylists dubbed "highmodernists" allude so extensively to the "alien" past?). Giving special attention to the connections between Woolf's sense of history and her feminism, we will investigate the methods by which a writer and student of literature negotiates between past and present, between contemporary concerns and fidelity to the words and experiences of others. (Please apply at department office.)

Ms. Henderson

WRITING

All writing courses are workshops; therefore, places are limited, and admission is by permission. EL and AL majors are given priority, then Concentrators. Please come to the English Department office at least one week prior to registration.

Courses meeting the College Writing requirement are designated (CW).

Level One

The first level of Middlebury's creative writing curriculum is designed to give students practical knowledge of the basis of craft. Because the faculty is convinced that it is best for students at the entry level to work in more than one genre, we recommend EL 163 and EL 173 as entry courses to the writing sequence, although EL 107, EL/TH 240, EL/TH 228 may be substituted. See course descriptions for details.

EL 163 Writing Fiction and Nonfiction (CW) Spring

An introduction to the writing of short fiction and the essay through analysis of writings by modern and contemporary fiction writers and essayists, and discussion of student writing. Workshops will focus on composition and revision, with particular attention to the basics of form and craft. This course is a prerequisite to El 360, 365, 370. (Permission, see above.)

Staff

EL 173 Writing Poetry and Fiction (CW) Fall, Spring

An introduction to the writing of poetry and short fiction through analysis of writings by modern and contemporary poets and fiction writers, and discussion of student writing. Workshops will focus on composition and revision, with particular attention to the basics of form and craft. This course is a prerequisite to EL 370 and 375. (Permission, see above).

Staff

EL 107 Journal and Essay (CW) Fall, Spring

This course will be grounded in the keeping of journals, and will explore the ways in which essays can connect and expand such initial records of perception. Discussion in class will often focus on students' own writing, but we will also devote attention to the work of contemporary essayists. This course is a pre-

requisite to EL 360 and EL 365. (Permission, see above) Staff

[EL/TH 218 Playwriting I (CW)]

EL/TH 240 Screenwriting Workshop I (CW) Fall

See Theatre, Dance and Film/Video listings for description. Mr. Mitchell

Level Two

The second level of writing–sequence courses consists of single–genre workshops designed to give students further experience working in particular genres in depth. Admission is by permission. Students must have taken the appropriate Level One prerequisite course. A student wishing to take a Level-Two workshop without the appropriate prerequisite *may* do so by permission of the instructor; the student must submit a portfolio of appropriate work to the department at least a week in advance of registration.

Level–Two courses (except EL 365) may be elected more than once, provided the student has a grade of B or better in the first Level–Two course.

EL 360 Workshop: Nonfiction Fall, Winter

Study and practice in techniques of nonfiction writing through workshops and readings in the contemporary essay. Class discussions will be based on student manuscripts and published model works. Emphasis will be placed on composition and revision. (EL 163 or EL 107 and permission) Staff

[EL 365 Workshop for Nature Writers]

EL 370 Workshop: Fiction Fall, Winter, Spring

Study and practice in techniques of fiction writing through workshops and readings in short fiction and novels. Class discussions will be based on student manuscripts and published model works. Emphasis will be placed on composition and revision. (EL 163 or EL 173 and permission) Staff

EL 375 Workshop: Poetry Winter

Study and practice in techniques of poetry writing through workshops and readings in modern and contemporary poetry. Class discussions will be based on student manuscripts and published model works. Emphasis will be placed on composition and revision. (EL 173 and permission) Ms. Alvarez

EL/TH 341 Screenwriting Workshop II Spring

See Theatre, Dance and Film/Video listings for description. Mr. Mitchell

[EL/TH 228 New Plays: Playwright and Director]

Level Three

The Third level of courses in the writing sequence consists of writing tutorials for students who have completed one Level One and two Level Two workshops. Students planning to do a senior essay or thesis in creative writing in the EL or AL major must have taken two Level Two workshops with a minimum average of B+ for the two workshops. No more than one 300–level workshop may be taken in Winter Term.

SPECIAL PROJECTS

The Department will consider applications from qualified students who wish to undertake advanced tutorials in literature, dramatic literature and writing. A student proposing a tutorial should, after discussion with a possible project director and with his/her advisor, submit a brief written proposal to the department office two weeks prior to registration. Creative Writing projects (EL 560) may be undertaken after completion of the introductory and two Level Two workshops in writing. Course credit for satisfactory work at the Bread Loaf Writers' Conference may be given at the EL 560 level if the prerequisites for EL 560 have been met. Students must make preliminary application for such credit before the end of the Spring term preceding the Conference; the work done at the Conference must be evaluated and graded by the Department during the subsequent Fall term.

EL 500, 520, 560 Special Projects Fall or Spring

SENIOR PROGRAM

The Senior program consists of the required Winter Term Comprehensive Course and Examination and an optional thesis or essay. (See description above).

EL 705 Senior Comprehensive Course Winter

Reading and discussion of selected texts in seminars, panels, symposia, and tutorials with evaluation through papers, oral presentations, and a written examination. Required of all English majors. Staff

THESES AND ESSAYS

Students who are interested in writing a thesis (two terms) or essay (one term), and who have completed the prerequisite courses (either two 300–level writing workshops or EL 350 or 351 or an approved seminar) should elect either EL 710, EL 711, EL 700, or EL 701. Proposals should be discussed with a Department faculty member who might serve eventually as an advisor or reader for the project, and brief descriptions should be submitted to the Department office a week before registration. Sections may include seminars, workshops, and tutorials; the staff member identified with each will serve as general advisor and as coordinator for students and individual project advisors. Students should register each term for the appropriate section described below. Students who are undecided as to whether to undertake a thesis or essay should register for an essay (EL 700 or 701), which can be converted to a thesis if work is proceeding well during the first term.

EL 700 Senior Essay: Critical Writing Fall, Spring

Discussions, workshops, tutorials for those undertaking one–term projects in literary criticism or analysis. Staff

EL 701 Senior Essay: Creative Writing Fall, Spring

Discussions, workshops, tutorials for those undertaking one–term projects in the writing of fiction, poetry, or nonfiction. Staff

EL 710 Senior Thesis: Critical Writing Fall, Spring

Discussions, workshops, tutorials for those undertaking two–term projects in literary criticism or analysis. Staff

EL 711 Senior Thesis: Creative Writing Fall, Spring

Discussions, workshops, tutorials for those undertaking two–term projects in the writing of fiction, poetry, or nonfiction. Staff

THE PROGRAM IN ENVIRONMENTAL STUDIES

Professors: David Andrews (Sociology/Anthropology), Robert Churchill (Geography), John Elder (English and Environmental Studies; Director), Victor Nuovo (Philosophy) *Associate Professors*: Richard Arthur (Philosophy), Raymond Coish (Geology), Burke Rochford (Sociology/Anthropology), Sallie Sheldon (Biology), Stephen Trombulak (Biology and Environmental Studies) *Assistant Professors*: Alison Byerly (English), Tom Carr (Economics), Lucy Harding (Geology), Christopher McGrory Klyza (Political Science)

The field of Environmental Studies (ES) explores the relationship between humans and their environment. Such a study involves information from a variety of disciplines, including economics, biology, geology, political science, geography, sociology, philosophy, and literature. The Program in Environmental Studies is designed to provide students an interdisciplinary, liberal–arts major that focuses on the diverse facets of environmental issues as well as in–depth training in one or more specific disciplines. After graduation, students may continue on to graduate school in environmental studies, as well as environmental law and policy, resource economics, or environmental science. Because the major includes significant work in three divisions, students majoring in Environmental Studies are not required to take a concentration.

Students interested in emphasizing study of the environment while at Middlebury College are also encouraged to consider alternatives to majoring in Environmental Studies. Because many environmental careers require extensive training in one specific field, some students are better advised to major in a traditional discipline and adopt the Environmental Studies concentration. Alternatively, students majoring in Environmental Studies should consider developing a joint or double major

with ES and another department. Students should discuss these strategies with the Director of the ES Program before declaring their major.

Required for the major in Environmental Studies: The ES major is composed of course work in four areas: 1) a set of three core courses, 2) an in–depth focus, 3) cognate courses which supplement the breadth gained in the core courses, and 4) the senior–level policy formation course.

I. Core courses: Each of the following courses is required. Together they provide an introduction to the perspectives on environmental issues of the natural sciences, humanities, and social sciences.

ES 112	(Natural Science and the Environment)
EL/AL 113	(Visions of Nature)
PS 211	(Environmental and Natural Resource Policy)

II. Foci: Students must complete all of the requirements for one of the following foci. Courses taken within the focus that are not specified must be approved by the student's advisor. Some foci require extensive course work and qualify the student for joint major status. Note that each focus falls in one of four broad groupings.

Environmental Science

Conservation Biology: BI 185; BI 190; BI 195; two courses from among BI 201, BI 202, BI 203, BI 216, and GG 256; two courses from among BI 302, BI 310, BI 323, BI 390, and BI 391.

Environmental Geology: Six courses from Geology at the 100–300 level (at least four of which must be at the 200–300 level); one course at the 400 level; two units of GL 700. (This focus qualifies students for joint major status.)

Environmental Policy and Analysis

Environmental Economics: EC 155; EC 210; EC 355; EC 365; EC 465; two courses from among EC 325, EC 340, EC 350, EC 425, EC 440, EC 445, and EC 470.

Geography: GG 100, GG 150, GG 340; one of the following: GG 310, GG 320, or GG 330; two courses at the 200 level; a 400–level seminar; the Senior oral examination in Geography. (This focus qualifies students for joint major status.)

U.S. Environmental Policy: PS 104 *or* PS 310; PS 208 *or* PS 312; PS 421; EC 155; EC 365; EC 210 *or* MA 106.

Environmental Perspectives

Literature and Writing: EL 203; EL 204; four courses from among EL 107 *or* 163 *or* 173, EL 360 *or* 365, EL 117, EL 213, EL 214, AL 202, CS 225, and JA 216; either a 400–level senior seminar *or* a one–semester independent essay.

Philosophical and Comparative Perspectives: PS 310; PS 421; RE 303; PA 206 *or* 207 *or* 412; PA 216 *or* 217; two courses from among GG 240, GG 260, PA 207, PA 214, PA 412, SA 190, SA 307, and SA 321 *or* SA 322.

Human Ecology: SA 103; SA 190; SA 301 *or* SA 302; one course from among GG 210, GG 211, and SA 307; two Area Studies courses; two units of SA 710.

Self–designed

A student may develop a focus that addresses a subject not represented by existing foci. For example, it may emphasize a particular environmental problem, approach, region, or philosophical issue. The proposed course work must strive for depth and coherence, and include courses at both lower and upper levels. Such foci must be approved by a committee of ES faculty.

III. Cognate courses: Any four of the following courses, with the restrictions that (1) at least two courses must be above the 100 level, and (2) among the courses taken for the focus and cognates combined at least three must be laboratory courses from the natural sciences and there must be at least three in each of two divisions.

AL 202	American Literature: 1830–1865
BI 190	General Ecology
BI 213	Field Botany
BI 302	Vertebrate Natural History
BI 390	Advanced Ecology
BI 391	Methods in Ecology
CH 103	Fundamentals of Chemistry I
CH 104	Fundamentals of Chemistry II
EC 365	Environmental Economics
EC 465	Special Topics in Environmental Economics
EL 117	The History of Nature from Beginning to End
EL 214	The Pastoral
EL 365	Workshop for Nature Writers
ES 302	An Experiment in Environmental Education
ES 402	Environmental Science Education

GG 150 Physical Earth Processes
GG 210 Geography of Development
or
211 Economic Geography
GG 240 Public Policy in the Circumpolar North
GG 254 Weather and Climate
GG 256 Biogeography
GG 260 Social Aspects of Environmental Issues
GG 320 Geographic Information Systems
GL 112 Environmental Geology
or
170 Global Tectonics
GL 211 Mineralogy
GL 251 Geomorphic Processes
GL 255 Surface Water Resources and Development
GL 296 Geochemistry of the Natural Environment
GL 321 Sedimentary Rocks
MA 106 Introduction to Statistical Science
or
EC 210 Economic Statistics
or
GG 300 Spatial Statistics
PA 207 Ethics and the Environment
PA 214 Science and Society
PA 412 Philosophy of Nature
PS 421 Perspectives on the Environmental Movement
RE 303 Religion, Ethics and the Environment
SA 307 Social Movement and Collective Action
SA 321 Native Peoples of North America
or
SA 322 Native Peoples of South America

Any Winter Term course listed as Environmental Studies or approved by the advisor.

The Field Semester for the Study of Sustainable Development and Environmental Protection in Costa Rica (counts as two cognates).

The Center for Northern Studies Semester in Wolcott, Vermont (counts as two cognates).

Other off–campus programs or internships may count as one or more cognates upon prior approval of the Director.

IV. Senior Experience: All seniors are required to take ES 401, a course devoted to a particular case study and requiring significant interdisciplinary work. Under special circumstances, students may be allowed to take this course in their junior year or to substitute for it an independent project as approved by the Director.

Independent Work: Some foci require independent work in the related department during the senior year. Students with other foci may also elect to do independent work; this may be carried out as a one or more semester project (ES 500: Independent Study). Students must carry out this work under the supervision of a faculty member whose expertise is in the area that best characterizes the project. Students planning to conduct independent work are strongly encouraged to speak with their advisor and the Director well in advance of enrolling in ES 500.

Honors Program: Students with an average of B+ or better in courses taken towards the major are eligible for Program Honors upon completion of Independent Study (ES 500) or senior research as part of their focus. After a public presentation by students of their independent work, Honors will be given for projects of superior quality (B+ or better).

ES 112 Natural Science and the Environment Spring

We will explore in detail a series of current environmental issues in order to learn how knowledge of principles of biology, chemistry, geology, and physics helps us to identify and understand environmental problems and to shape policies for effective solutions. (preference for enrollment given to first– and second–year students). 3 hrs lecture, optional lab section to be arranged during the semester.

Mr. Trombulak

EL/AL 113 Visions of Nature Fall

See English listings for description.

Mr .Elder

PS 211 Environmental and Natural Resource Policy Fall

See Political Science listings for description. Mr. Klyza

ES/TE 302 An Experiment in Environmental Education Fall

Students enrolled in this seminar will simultaneously undertake a semester–long internship in the public schools of Bristol, Vermont. Working closely with their supervising

teachers, they will develop and carry out their own integrated approaches to environmental education. Mr. Elder

ES 401 Environmental Policy Formation Fall

Students will work together to formulate and justify policy measures that they think would be appropriate to deal with a local environmental problem. Policy recommendations will be based on research into economic, social, cultural and environmental factors related to the problem. This course will show students how disciplinary knowledge can be integrated in a synthetic manner and offer the experience of working as a team toward the solution of a real–world problem. Considerable field work and library research will be involved, and the final exam will consist of a public presentation and defense of student–generated policy recommendation. (Senior standing or permission) Mr. Trombulak

ES 402 Environmental Science Education Spring

This is an experiential class on how to teach science, focusing on environmental science and the relationship between science and society. Emphasis will be on learning to teach scientific methodology, group research skills, and communication skills. Students in this class will work with students in Natural Science and the Environment (ES 112) as the coordinators of group research projects on issues of scientific and environmental importance. This is not a course on being a teaching assistant but rather a workshop on teaching science. This course is designed for all students interested in science teaching at the primary and secondary level or in environmental education. (Junior or senior standing required.) Mr. Trombulak

ES 500 Independent Study Fall, Winter, Spring

A one– or two–unit research project on a topic that relates to the relationship between humans and the environment. The project, carried out under the supervision of a faculty member with related expertise, must involve a significant amount of independent research and analysis. Staff

FRENCH

Professors: Edward Knox, Nancy O'Connor (chair), Carol Rifelj (at Middlebury in Paris) *Associate Professor*: Bethany Ladimer (on leave) *Assistant Professor*: Charles Nunley *Visiting Assistant Professor*: Mireille Barbaud–McWilliams *Instructors*: Cecile Danehy, Paula Schwartz (on leave), Brigitte Szymanek *Visiting Instructor*: Allaoua Toumi *Lecturers*: Huguette Knox, Raphaëlle Nicolas

The French department considers competence in French to be the essential prerequisite to any advanced work. Most incoming first–year students are placed in FR 203 or FR 205 according to their ability in French and background. Beyond FR 205, courses in civilization, literature and further language study are available at the 200 and 300 levels.

The advanced level program at Middlebury is weighted somewhat towards literature rather than civilization, while the reverse is true of the Junior Year program in Paris. Students particularly interested in French civilization should consider FR 230, FR 277, FR 343 and literature courses designed with a major socio–cultural component (FR 362, FR 365, FR 375). Other departments offer courses which deal in some depth with France: AR 102, 216, 305; HI 245, 246; PS 103, 107, 225, 324, 406. Further civilization offerings are available in the Middlebury summer and Paris programs.

Required for the major: Total of no fewer than 10 courses, no more than 14.

I. *Two* introduction to French Literature: FR 227, FR 228, or FR 229; or FR 267 (Lectures de textes littéraires) in Paris; or FR 491 (Analyse littéraire) in summer when offered.

II. One course in contemporary French civilization: FR 230, courses on contemporary France in Paris; or equivalent in summer when offered.

III. One course in French history: HI 346; or, in Paris, FR 330, FR 333 (Histoire de la France), FR 350 (Architecture et urbanisme), or FR 449 (Histoire sociale de la France).

IV. Three advanced courses in French or francophone literature.

V. One senior seminar (literature or civilization) or senior project (500, 700).

Other courses counting for the major include: a) at the Vermont campus: FR 205, FR 255, FR 277, FR 305; certain advanced courses offered during the winter term (with permission of the chair); other summer 300–400 level

courses; b) in Paris: language and linguistics courses, comparative literature (with a major French component), French theatre, cinema, television, or politics. College Board AP scores of four and above count toward graduation, but not toward the major. Second or third AP credits will be awarded only upon completion of a course in the department.

We expect majors to spend their junior year at the Middlebury College School in France, where they may not earn more than five units (full year program) or three units (semester program) toward the major. The preliminary session in Paris does not count toward the major but is figured into the GPA as two half–units. Most courses in France will be at the 300 or 400 level.

During the senior year at least two advanced courses in French must be taken at Middlebury, including one senior seminar or independent work.

Required for a joint major: a minimum of seven courses, including two from category I, one from categories II or III, two advanced courses in literature, and senior work to be determined individually. At least one advanced course in French must be taken during the senior year.

Senior Independent Work: Upon completing at least two 300–level courses in the department, majors who are well prepared and who have an average in French of B+ or better may receive permission to do independent work during their senior year. They may consider various formats: an essay or project (FR 500, one semester) or a thesis (FR 700, semester and winter term). Independent work may also be undertaken in the context of a course or be linked to a teaching internship.

To undertake a 500 or 700 project, students should consult the departmental guidelines and present their proposals well in advance of registration for the semester when the work is to be done.

Honors: The department will award Honors, High Honors or Highest Honors on the basis of a student's work in the department and performance in senior independent work approved in advance by the department.

The School in France: Middlebury offers both year and semester programs in Paris. Qualified students from any academic department may apply. Spaces in the semester program are limited; only students with valid academic reasons may be considered for the semester program. Students who are interested in studying abroad who are double or joint majors or international majors, or who plan on participating in the Teacher Education Program, should consult the appropriate advisors as early as possible to avoid any conflicts in requirements. Students may earn one course per semester in France toward their concentration. They should in any event contact the Dean of the French School before registering for their sophomore year. See below the representative list of courses offered in France.

Students planning to participate in the program in Paris must have completed two full years of college at the time they undertake their study abroad; they must have taken at least one course beyond FR 205 by the spring before going to Paris, and they must have an overall average of at least B– and an average in French of at least B. We expect all applicants to demonstrate their commitment to French by continuous study of French from the time of their enrollment at Middlebury, and to maintain their academic level if they are accepted. Students applying for a semester only are required to take FR 230. Applications for admission to the School in France, whether for the full year or one semester, should be submitted by January 31 if possible.

COURSES IN ENGLISH

The courses listed below are offered in English; they may not be counted toward a major in French.

[FR 112 Humanists and Heroes]

[FR 115 French Realism: French Fiction from Stendhal to Proust]

[FR 120 Women Writers in France]

[FR 143 Politics and Culture of the French Resistance]

COURSES IN FRENCH

FR 101 Intensive Beginning French Winter

An introduction to listening, speaking reading and writing in French, providing the syntactic and semantic foundation of the French language in a concentrated program of grammar presentation, drills, laboratory work and discussion. Primary emphasis will be placed on the student's active use of the lan-

guage. **This course is for students who have not studied French before.** It does not fulfill the foreign language distribution requirement. Normally students are expected to continue with FR 102 after successfully completing Fr 101. Ms. Szymanek, Staff

FR 102 Beginning French Spring
Continuation of FR 101, dealing with more complex French. Oral skills are stressed. This course does not fulfill the foreign language distribution requirement. (FR 101.)
Ms. Szymanek

FR 203 Intensive Intermediate French Fall, Spring
An active and intensive review of French grammar for students having had good beginning level training in French. We will work to perfect not only mastery of the structures of the language with practice of writing and reading, but also to develop oral comprehension and production skills. The course meets five times a week. (FR 102 or placement.)
Ms. Nicolas, Mr. Nunley, Ms. Danehy

PREREQUISITES TO THE MAJOR

FR 205 Toward Liberated Expression Fall, Spring
A course designed to increase and perfect the ability to express oneself in spoken and written French. Emphasis on precision, variety and vocabulary acquisition. Sections limited to 15 students.
This requirement for the major may be satisfied by placement at a higher level. (FR 203 or placement.)
Ms. Danehy, Ms. Szymanek, Ms. Nicolas, Mr. Toumi, Ms. Knox

At least two of the following three courses:

FR 227 Introduction to French Poetry Fall, Spring
(FR 205 or placement)
Ms. Barbaud–McWilliams

FR 228 Introduction to French Theatre Fall, Spring
(FR 205 or placement)
Ms. O'Connor, Mr. Toumi

FR 229 Introduction to French Prose (CW) Fall, Spring
This course fulfills the College Writing requirement. (FR 205 or placement)
Mr. Toumi, Mr. Nunley, Ms. Szymanek

(Each of the courses listed above is a survey of some of the major figures and trends in French poetry, theatre or prose, designed to acquaint the student with the history of the genre, the technical problems involved and the use of French critical terminology in the study of literature. As noted, students are strongly advised to take the corresponding "Introduction" course before enrolling in an advanced course.)

FR 230 Introduction to Contemporary France Fall, Spring
An introduction to several major sectors and themes: the family, the school system, social structures, the economy, the political structures and parties. Emphasis on the vocabulary of these sectors, language appropriate to situating them in context, and the ability to analyze documents involving such themes. (FR 205 or placement.)
This requirement may also be met by FR 343, PS 408, FR 450 (La France contemporaine) in Paris, or by an equivalent in the summer French School. Ms. Knox, Ms. Nicolas

(Majors must also take one course in French history, three advanced courses in French or francophone literature, and one senior seminar or senior work.)

LANGUAGE, LITERATURE AND CIVILIZATION

FR 255 Improving Writing in French Spring
This course will be devoted to developing the student's ability to write clear, nuanced and well–articulated French in a variety of modes and formats. Recommended for students who wish more language practice or whose instructor recommends such work before courses at the 300 level. (One course 227–8–9, 230; others by permission) Ms. O'Connor

[FR 277 Education and "éducation"]

[FR 305 Advanced Practice in Written French]

FR 361 French Classical Theatre Fall

A study of the theatre of Corneille, Racine and Molière. The course will investigate the dialectics of moral conflict in Corneille's tragedies; Aristotelian catharsis and Jansenist pathos in Racine's tragedies; the aesthetic and social meanings of Corneille's and Racine's reinscriptions of Greco–Roman ideals, virtues and "heroes"; the limits of social criticism in Molière's satires; and the interplay between culture and power that delimited the social rule of theatre in French society and in the courts of Louis XIII and Louis XIV. (FR 228 recommended) Ms. Danehy

[FR 362 Women and the Novel of the Ancien Régime]

[FR 364 Moralistes et philosophes]

[FR 365 Literature and Society in the Ancien Régime]

FR 375 The Individual in Society in the Nineteenth-Century Novel Spring

In the wake of the Revolution and the Napoleonic era, the nineteenth century was an age of political, social and cultural upheaval. We will study the ways Romantic and realist novels by Stendhal, Balzac, Sand, Flaubert and Zola represent individual men and women struggling to make a place for themselves in the society of their time. (FR 229 recommended) Mr. Nunley

[FR 376 Nineteenth–Century Poetry]

FR 379 Poetry and Painting in France: 1850–1950 Fall

In this course we will study the relationship between poetry and painting roughly from 1850 to 1950. Romanticism brings the arts together in redefining the role of the artist and of the creative process. We will examine poets who paint (Hugo, Gautier) and see how their art influences their poetry, before focusing on Baudelaire (his fascination with Delacroix, the visual aspect of his poetry, Manet's resemblance to him). Surrealism will introduce us to poets and painters working together towards a complementary creative expression (for example Eluard and Man Ray) in which the metaphor is experienced similarly in poetry and in painting. (FR 227 recommended.) Ms. Barbaud–McWilliams

FR 380 The Novel in the Twentieth Century Spring

The turn of the century saw a shift from self–absorption to a renewed interest in the individual's perception of an interaction with the world. For writers, and more singularly for novelists, this shift in focus led to a re–examination of the relationship between reality and fiction, history and myth, content and form, and finally to the questioning of art's attempt to impose order on what is, in human terms, chaotic. Readings will include works by Marcel Proust, Raymond Radiguet, Andre Breton, Jean–Paul Sartre, Alain Robbe–Grillet, Nathalie Sarraute, and Marguerite Duras. (FR 229 recommended) Ms. O'Connor

[FR 387 Twentieth–Century Drama]

[FR 388 French Poetry of the Twentieth Century]

FR 402 Study and Production of a Play by E. Labiche Spring

This course is designed to give advanced students of French a chance to experience theater as a literary genre and as a performing art. The course will be devoted to the in–depth study of a play by Labiche and will culminate with the production and performance of that play for a Middlebury audience. The course will also focus on French dramatic movements of the nineteenth and twentieth centuries and Labiche's place in the theatrical tradition. (FR 228 highly recommended) Ms. Danehy

FR 500 Independent Projects Fall, Spring

Qualified students may be permitted to undertake a special project in reading and research under the direction of a member of the department. Approval of the project should be obtained well in advance of registration for the semester in which the work is to be done. FR 500 projects or essays proposed by senior majors for Departmental Honors must be approved by the department as a whole. Staff

FR 700 Senior Research Fall, Winter, Spring

For senior majors who are candidates for departmental honors. Students should seek

out an advisor and submit a proposal to the department well in advance of registration for the term in which the work is to be undertaken. FR 700 essays and projects must be approved by the department as a whole. Staff

FR 704 Senior Seminar in Civilization: Intellectuals and culture in contemporary France: 1958–1992 Fall

What is an intellectual? Why have French intellectuals so often been involved with politics? Why are they today so silent, and what has become of Sartre's legacy? In this seminar, we will examine the question of the intellectual and its influence on French culture, including Zola during the Dreyfus Affair, pre– and post–WWI France, Camus–Sartre–Foucault (1958–May 1968), and questions of immigration, French identity, and the rise of the xenophobic extreme right. Our approach will be multicultural, using works by Camus, Sartre, Foucault, Memmi, and Fanon, articles from literary review, films and music. (Senior majors/permission) Mr. Toumi

FR 705 Senior Seminar in French Literature: "Writing Woman from the Ancien Régime to the Present" Spring

This course will focus on women as portrayed by major male and female novelists from 1700 to the present. We will study how literary portrayals of women generally reflect contemporary philosophical, political, moral and artistic debates. We will examine how these portrayals often serve as a vehicle for social reform. Texts by Mme de Lafayette, Mme de Grafigny, Laclos, Sand, Flaubert, Beauvoir. Readings will include theoritical essays on education and reflections on women's social function by male and female philosophers throughout the period.

Ms. Szymanek

GEOGRAPHY

Professor: Robert Churchill (chair) *Associate Professor:* Ronald Liebowitz *Assistant Professors:* William Howland, Tamar Mayer *Instructor:* Richard Mahon

Geography is concerned with describing and analyzing spatial patterns and with understanding the processes by which spatial form changes through time. In pursuing these concerns geographers have customarily carried out their studies in many different cultures and environments; consequently, there has been a strong emphasis upon international as well as regional and local studies. Moreover, the diversity of economic, social, political and physical variables involved in spatial studies has created many interdisciplinary links. Finally, geography also has a tradition of service to society, and geographers serve as policy makers in business and in local, state and national government, addressing issues in resource use, planning, transportation and a variety of problems related to the spatial organization of society.

In addition to traditional tracks in physical and human geography, the department offers a circumpolar track that focuses on physical environments of the Arctic and Subarctic and on policy issues, resource use, community development, and related contemporary problems in the circumpolar north. This track is a cooperative effort between the Geography Department and the Center for Northern Studies. The Center offers field–oriented study for students in residence at its facilities in Wolcott, Vermont. Work at the Center is complemented by courses offered by the geography faculty at Middlebury, several of whom have extensive teaching and research experience in the Arctic and Subarctic.

Required for the major: All students who elect to major in geography must complete GG 100, GG 150, MA 106, and GG 340 as well as two of the following courses: GG 310, GG 320, and GG 330. In addition, students must choose one of the three tracks below.

Human Track:

Three 200–level electives in human geography (numbered below 250)

At least one additional course in physical geography (numbered above 250)

One 400–level seminar

Physical Track:

Four 200–level, three of which are electives in physical geography (numbered above 250)

One 400–level seminar

Circumpolar Track:

GG 240

GG 250

Plus at least two additional 200–level electives. For students who elect the Spring

Semester–in–Residence at the Center, these additional courses must be numbered above 250.

One 400–level seminar

Semester–in–Residence: Students who elect the Circumpolar track must complete either the Fall or Spring semester–in–residence at the Center for Northern Studies in Wolcott, Vermont.

Self–Contained Concentration: Due to the extended nature of this track, including courses in both natural and social sciences, an additional concentration is not required.

Comprehensive Examination: All students who graduate with a major in geography must pass an oral comprehensive examination administered by the department faculty as a whole. The exam must be scheduled by the student no later than the second week of Winter Term and must be taken by the first week after Spring break. For March graduates, the exam must be scheduled no later than the second week of the Fall Term preceding graduation. A student who fails can schedule a re–examination at a later date. There is no limit to the number of times re–examination can be scheduled, but in no case will the major be conferred without successful completion of the examination.

Required cognate course for the major in Geography: Students in consultation with their advisors will design a cognate curriculum, which must include at least one course in mathematics or computer science.

Departmental Honors: Students who seek to earn Honors are required to maintain a B+ average in the major and either: (a) write a thesis, or (b) earn an A grade for their comprehensive exam. An Honors thesis proposal must be submitted to the department for approval prior to the term in which the thesis is to be written. If the proposed topic is approved, the student may register for GG 700. After an evaluation of the thesis, Honors are conferred or denied on the basis of (1) the grade assigned to the thesis, and (2) compliance with the rules stated under Department Honors in the *Handbook*.

GG 100 Geography: A Modern Synthesis (CW) Fall, Spring

An examination of the foundations of modern geography. Emphasis is placed on the spatial organization of human society and people's relation to the environment. The geographic dimensions of current urban, national and world problems are stressed. 3 hrs. lect., 3 hrs. lab. Open only to first–year students and sophomores. Mr. Mahon (Fall) Staff (Spring)

GG 150 Physical Earth Processes Fall

Study of physical processes that govern the temporal and spatial distribution of climatic, topographic, and soil resources. Emphasis is placed on ways in which human activity affects and is affected by these physical resources. Laboratory and field problems are included as an integral part of the course. 3 hrs. lect., 3 hrs. lab. Mr. Churchill

GG 160 Natural History and Environments of Vermont (CW) Fall

This course examines the natural history and contemporary natural environments of Vermont. The diverse landscapes and physical environments are explored in terms of the physical processes by which they have been formed through the period since deglaciation. The natural communities of alpine areas, wetlands, coniferous and deciduous forests, lakes and streams, and open areas are subjects of study and, where possible, short field trips. The popular pastoral image of the Vermont landscape is examined in terms of its dynamic ecological and cultural history. Attention is directed to recent and historical changes in plant and animal populations, species diversity, and habitat availability. Mr. Howland

GG 210 The Geography of Development Spring

An examination of development and underdevelopment from a geographical perspective. Topics to be discussed include problems of regional growth and inequality, the role of urbanization in development, international trade and development, regional development planning and environmental constraints and problems. Ms. Mayer

GG 211 Economic Geography Spring

An examination of the character, evolution and distribution of economic activity, stressing the determinants of locational behav-

ior associated with agricultural, commercial and industrial activities. Mr. Mahon

GG 212 Urban Geography: Patterns, Problems and Policies Spring

The focus is geographical analysis of urbanism and urbanization including the structure and mechanics of the urban space–economy. Particular attention is placed on significant problems of cities in both the developed and underdeveloped world and on policies for addressing these problems.

Ms. Mayer

GG 213 Population Geography Fall

This course focuses on the spatial dimension of population dynamics. The impact of differential rates of natural increase, migration, infant mortality, disease, and hunger is evaluated, along with assessments of various policy options, and their effectiveness in addressing important demographic issues. 2 hrs. lect., 1 hr. discussion/computer session

Mr. Mahon

[GG 215 Political Geography]

[GG 220 Geographical Perspectives on the Middle East]

GG 221 Development of American Regions Spring

This course will cover the evolution of economic regions in the United States before 1920. It will have three goals: (1) to introduce some theories of regional development, (2) to consider the major historiographical issues relating to American regions, and (3) to evaluate how well existing theories account for patterns of development in the USA. Taking a comparative historical approach, we will try to reach some general conclusions about development as a geographical process based on case studies of American economic regions.

Mr. Mahon

GG 222 The Political Geography of Russia Fall

This course focuses on the political geography of Russia and the newly independent States of the former USSR. It will address some of the major domestic and international political issues facing a post–Soviet Russia and the former Soviet Republics. We will consider the historical legacies of the Soviet period in order to study what lies ahead for many of the newly independent States. Topics will include: creating new State structures; the old and new "nationalities question(s);" the regional economic legacies of the Soviet system; and prospects for economic and political integration/disintegration among the former republics. Comparative analysis with other multinational states will provide the context for much of the course material and discussion. 3 hrs. lect., 1 hr. discussion/lab session

Mr. Liebowitz

GG 240 Public Policy in the Circumpolar North Spring

This course examines the evolution of public policy in the Arctic and Subarctic. We will follow the expansion of southern populations and institutions into the North from the early periods of exploration, whaling, and the fur trade, to the more recent era of extractive industries and defense installations. Impacts — political, economic, cultural, and environmental — of southern–based policy and activity on the Native peoples of the North will be considered. Central to the course will be issues of land rights, resource use, self–determination, and the underlying conflicts in the perception of the North as 'homeland' and 'frontier'. 3 hrs. lect., 1 hr. discussion Mr. Howland

GG 250 Arctic and Alpine Environments Fall

This course provides an introduction to the physical and biological characteristics of Arctic and Alpine environments. A systems approach is used to study climate, glaciation, geomorphology, and soils. The biota and ecosystems of the tundra, boreal forest and polar seas are treated. Attention is also paid to the methods by which research in these areas is conducted and to the nature of field logistics in harsh climates. Field excursions to Alpine areas in the region are an integral part of the course. Mr. Howland

GG/GL 251 Geomorphic Processes Fall

See Geology listings for description.

Staff

GG/GL 255 Surface and Ground Water Spring

See Geology listings for description.

Staff

[GG 256 Biogeography]

GG 260 Social Aspects of Environmental Issues Fall

This course examines the development of environmental conservation in the U.S. and in lower developing countries (LDCs). The course is divided into three parts. The first part deals with historical approaches and cultural responsiveness to the environment, the perception of wilderness and the history of the conservation movement. The second part deals with specific issues including national parks and forests, water, energy, acid rain and toxic waste. The final part of the course focuses on environmental conservation in LDCs. Issues of war and the environment, development and under–development and population and resources are covered. 3 hrs. lect. and weekly discussion section. Ms. Mayer

GG 310 Fundamentals of Cartography Spring

An introduction to the compilation, design, production and use of maps with emphasis on both the practical and theoretical aspects of cartographic representation. Various data sources including enumerative statistics, remote imagery and maps are used as bases for compilation of a variety of general and thematic maps (e.g., outline maps, hazard risk maps, land–use maps and statistical surfaces). 2 hrs. lect., 3 hrs. lab. Mr. Churchill

GG 320 Geographical Information Systems Fall, Spring

This course introduces the structure, concepts and application of geographic information systems (GIS) – computer–based systems designed to process large spatial data bases. The productive use of GIS technology in the physical and social sciences, environmental management and regional planning is investigated through a variety of applied exercises and problems. 3 hrs. lect., 3 hrs. lab.

Mr. Churchill

GG 330 Environmental Remote Sensing Spring

This course treats remote sensing of the physical environment and interpretation of imagery from aircraft and satellites. Lectures and labs introduce surface interaction mechanisms of electromagnetic radiation, color and color infrared photography, and digital multi–spectral image analysis. The first weeks emphasize photo interpretation, basic photogrammetry, and the role of field studies. The second part of the course introduces digital image analysis. Lab exercises concern plant distributions, earth surface morphology, glaciated landscapes, sea–surface environments, various natural resources, and cultural features. 3 hrs. lect., 3 hrs. lab. (Any Natural Science course or permission) Mr. Howland

GG 340 Explanation in Geography Spring

This seminar begins with an exploration of the philosophical underpinnings of contemporary geography. Investigation of the relations among paradigms, objectives, and methods provides a transition to more explicit consideration of research methodologies, which includes problem definition, research design, analytical models, and data collection. Staff

GG 400–level Seminars

Seminars are to provide the advanced student with an opportunity to pursue particular research areas in depth. They require intensive writing and reading of the relevant literature. Eight seminars are identified: economic, urban, political, physical, circumpolar, development, population and topics in Russian geography. More specific seminar descriptions will be provided prior to each registration period, depending upon which seminars are being offered that year.

[GG 410 Seminar in Geography of Development: Women in Development]

[GG 411 Seminar in Economic Geography: Corporate Organization and Geographical Change]

[GG 412 Seminar in Urban Geography: Women in the City]

GG 413 Seminar in Population Geography: Challenges to the "Nation" State Spring

This course will concentrate on the ways in which States attempt to forge national identities within multinational populations. We will consider the concept of being of a particular "nation" by virtue of residing in a common political entity (the State). To whose benefit is a singular "nation" within each State? Does the

melting pot exist? Should it? Can class solidarity transcend ethnic associations? These and other questions related to State nationality policies and their moral and ethical groundings will form the focus of this seminar. (permission of the instructor) 3 hrs.

Mr. Liebowitz

GG 415 Seminar in Political Geography Fall

See Supplement to the *Catalog* for course description. Staff

[GG 422 Seminar in Russian Geography]

[GG 450 Seminar in Physical Geography: Geographic Information Systems and Environmental Systems]

[GG 460 Seminar in Circumpolar Geography: Arctic Wilderness – Issues in the Human Use of the Commons]

GG 500 Research in Geography Fall, Spring Staff

GG 700 Senior Research Fall, Spring Staff

SEMESTERS–IN–RESIDENCE PROGRAMS AT THE CENTER FOR NORTHERN STUDIES

The Center for Northern Studies is located in Wolcott, Vermont, about 75 miles northeast of the College, in a substantially snowier and more rigorous climatic zone. While at the Center, students reside together in nearby country homes. All students who wish to attend a semester–in–residence program must apply to the Center for Northern Studies well in advance of the semester. Winter term–in–Residence at the Center is available to all students who attend the fall term preceding or the spring term following, or by departmental permission. Applications may be obtained from the Geography Department.

The College will forward part of the student's comprehensive fee payment to the Center for Northern Studies to cover costs for students who enroll in a full semester–in–residence program or the winter term–in–residence.

FALL SEMESTER–IN–RESIDENCE

The fall term at the Center introduces students first–hand to Arctic and Alpine environments, cold ocean coasts of the Northeast, and environmental analysis techniques. The semester begins with an extended field trip to Newfoundland and Labrador with the Center faculty. Students in residence complete the following courses.

NE 310 Quaternary Studies: Paleoenvironment and Prehistory of the Circumpolor North Fall

This course explores the geomorphic, climatic, and biological phenomena of the Quaternary Period. In addition, methods for dating the past and reconstructing past environments, animal migrations and extinctions, and implications for the culture and spread of early human populations will be examined.

Mr. Young

NE 330 Indigenous Cultures of the Circumpolar North Fall

This course offers an ethnographic introduction to traditional circumpolar cultures. In general the focus of the course will be on the interrelationship of culture and the northern environment. Students begin with a general survey of arctic and subarctic cultures of Old and New Worlds, followed by an examination of selected topics including subsistence–settlement systems, trade, social structure and conflict resolution. The course ends with an examination of processes and problems of European contact and acculturation. Mr. Cox

NE 340 Polar Biota I: Flora Fall

This course begins with field identification of northern flora during a three–week field trip to Newfoundland and Labrador. In the classroom and local environment of Vermont, the classification, evolution, distribution, and community ecology of northern vegetation will be studied, with emphasis on vascular plants. Mr. Young

NE 360 The Political Economy of Resource Management Fall

The management of natural resources in the Arctic and sub–Arctic presents a unique set of problems. In addition to the characteristics of the environment, social, cultural, political, and legal factors impose their own require-

ments. This course is an intensive look at problems in the management of significant natural resources in Canada and Alaska.

Mr. Flanders

WINTER TERM–IN–RESIDENCE

All students who have been in residence at the Center the previous fall term, or who spend the subsequent spring term in residence, may enroll in winter term at Wolcott. In addition, up to five students not otherwise enrolled at the Center may attend winter term in residence there; registration is handled through the Department of Geography. Limited spaces are available.

NE 350 Winter Ecology Winter

Among the most important challenges to polar organisms are intense seasonal change of conditions, intense cold, limited energy resources in the environment, and the establishment of long–term snow and ice cover. These factors have provided selection pressure for a remarkable series of adaptations by polar organisms. This course examines the physiological, anatomical and behavioral adaptations of polar plants and animals to winter and seasonal conditions in both terrestrial and aquatic ecosystems. Lab: The course is taught largely in an intensive lab and field work format. Topics include the observation of animal behavior, including radio tracking, the nature of cell adaptation in plants (and some animals) to below freezing temperatures, the behavior of aquatic ecosystems under thick ice cover and low light penetration, and the means by which organisms have adapted to the presence of a deep snow cover. Staff

SPRING SEMESTER–IN–RESIDENCE

The Spring Term at the Center emphasizes social sciences, northern policy studies, community development in the North and related contemporary problems. This term also includes several field excursions, normally in the second half of the semester. Courses which students complete during the Spring semester–in–residence are described below.

NE 315 Northern Archaeology Spring

This course will combine an introduction to the discipline of archaeology with an examination of northern prehistory. Using case studies from northern archaeology, the goals, techniques, and theory of archaeological research will be discussed. Students will learn techniques for reconstructing northern prehistoric cultural systems using archaeological remains. The course will emphasize hands–on study of archaeological materials in the laboratory, and it will conclude with a week of field work on the coast of Maine. Mr. Cox

NE 325 Polar Biota II: Vertebrate Fauna Spring

This course will consist of a survey of the fishes, birds, and mammals of the boreal forest, tundra, and northern seas. It will include a consideration of evolutionary relationships, physiological and community ecology, and managment concerns. Mr. Young

NE 370 Arctic Policy Studies Spring

The pervasive presence of governments throughout the Circumpolar North makes this region an ideal laboratory for the study of public policy. Focusing on contemporary northern issues, this course applies existing knowledge and seeks new insights concerning the nature of public policy. To provide students with an in–depth understanding about the role of policy in the north, the course focuses on a limited number of topics that vary from year to year. Topics may include: Arctic pollution, international conflict and cooperation, local government, national research priorities, and energy policy. Mr. Flanders, Mr. Young

NE 380 Community Development in the Circumpolar North Spring

The rural communities and villages of the Circumpolar North suffer from a variety of social problems (e.g., large scale emigration, extensive unemployment, financial insolvency and high rates of alcoholism). While these problems are especially severe in predominantly native communities, they are pervasive throughout the Circumpolar North. How did these conditions arise, and what can be done to alleviate them? Mr. Flanders

GEOLOGY

Professor: Raymond Coish (chair) *Assistant Professors*: David Elbert, Lucy Harding, Patricia Manley (on leave all year) *Visiting Assistant Professor*: Thomas Manley

The Department of Geology provides students with an opportunity to experience the methods of science, using geologic examples. In addition, we endeavor to provide students who wish to pursue the field of geology with the opportunity to acquire basic knowledge and principles which will equip them for further professional training. With the Green Mountains to the east, and the Adirondacks and Lake Champlain to the west, the environs of Middlebury College afford an excellent setting for study and research in geological, oceanographic, and environmental science. The curriculum takes advantage of this setting by stressing field–oriented and–laboratory supported inquiry of problems in all facets of earth science, especially petrology, tectonics, oceanography, geomorphology and environmental geology. Students are encouraged to develop ways of actively examining and interpreting observational data. Since Vermont is a classic area for study of mountain system evolution, one general theme of the program is to relate geological process to the origin and evolution of global tectonic patterns, integrating data from the world's oceans and continental areas. Geology majors have used their Middlebury degree as a stepping stone to graduate school in geology, to industry, to a teaching career or to careers in business, law or architecture.

The department's introductory courses include: Earthquakes and Volcanoes (GL 104), Environmental Geology (GL 112), The Ocean Floor (GL 142), Elements of Oceanography (GL 161), The Dynamic Earth (GL 170), and Geochemistry of the Natural Environment (GL 296). These courses introduce students to active research in geology and oceanography and are vehicles for acquiring the basic understanding of processes which have shaped the earth. Students can enter the geology program through any of these courses, and may then concentrate in these or other areas depending on where their interests develop.

Students are expected to have completed at least one introductory level course before proceeding to more advanced work. Beyond the introductory level, work at the intermediate level takes the form of more advanced courses (200 and 300 series). Senior seminars (400 series) are designed to encourage independent study of specific topics. No specific course (except the senior thesis and a 400 level seminar) is required. However, Bedrock Geology of Vermont (GL 201) and Mineralogy (GL 211) are strongly recommended for students majoring in geology. GL 201 and GL 211 should be taken prior to, or at least concurrently with, courses at the 300 level. Work in the geologic sciences culminates in a two–unit senior thesis (GL 700) that consists of original research based on field and/or laboratory investigations by the student. Geology students have considerable flexibility in planning their programs.

Required for the major: The program for a geology major consists of eleven courses within the department. These must include a 400 level seminar and two units of GL 700 (Senior Research) and may include no more than two courses at the introductory level. Interdisciplinary study is encouraged, and a maximum of three non–introductory level courses in cognate sciences may be counted toward the eleven–course requirement for the major.

Students planning to major in geology are required to complete four courses (not all in one department) in the cognate sciences of biology, chemistry, mathematics and computer science, and physics. Geology graduate schools require additional cognates. These cognates usually include a year of calculus (MA 112, MA 113), chemistry (CH 103, CH 104) and physics (PH 109, PH 110). Students should consult with their advisors for selection of specific courses.

Departmental Honors in Geology are given only for outstanding contributions in original research, and are in no way related to grades in courses, etc., except within the guidelines of the College *Handbook*.

GL 104 Earthquakes and Volcanoes Spring

Why did Mount St. Helens erupt? When will the next great earthquake occur in California? Designed for non–majors, this course deals with the two greatest natural hazards. Topics include recent case histories, the plate tectonic causes for volcanic eruptions and earthquakes, and the art and science of forecasting natural disasters. The course also will explore the rapid evolution of scientific ideas

that have led to a coherent theory on all geological processes affecting the planet Earth. 3 hrs. lect. (Students who have completed GL 170 are not eligible to register for GL 104.)
Mr. Elbert

GL 112 Environmental Geology Spring

Geologic processes affect society and must be considered when making environmental decisions. This course uses discussion, lecture, lab and field format to introduce and come to a consensus on problems relating to soil erosion, ground and surface water, supply contamination of soils and water, floods, subsidence, landslides, earthquakes, volcanism, coastal erosion and energy sources. Indoor labs study groundwater and environmental planning. Field labs map the Bristol delta and the Weybridge Slump. 3 hrs. lect. and disc., 3 hrs. lab/field trips. Staff

GL 128 Natural Disasters Spring

Is anywhere safe from natural disasters? Can we hide, or should we learn to live with the hazards around us? This course will explore the causes, effects, and societal response to disasters. By learning from previous disasters, we can develop strategies to avert the disasters or at a minimum mitigate their effects. We will look at a variety of natural hazards and related disasters including flooding, volcanoes, earthquakes, hurricanes, and drought. By the use of laboratory exercises, we will determine how damaging disasters can be, and what we can do to minimize their impact on society. 1 1/2 hrs lect., 3 hrs lab. Mr. Furlong

GL 142 The Ocean Floor Spring

Have you wanted to view the ocean floor from a submersible? It's a dark but dynamic place. The constant interchange between water and sediments has created sedimentary drifts and mudwaves over 500 feet high! Earthquakes cause underwater mud avalanches which travel over 60 MPH. Hydrothermal vents along the ocean ridges host a variety of unusual plant and animal life. This course will explore the ocean depths via the classroom and will introduce the development of ocean basins and their evolution. 3 hrs. lect.
Mr. Coish

GL 161 Elements of Oceanography Fall

Oceanographic exploration is introduced through study of ocean basins and continental margins. The multi–disciplinary nature of oceanography is emphasized by using principles of marine geology, geophysics, geochemistry, and biology to address contemporary problems. Techniques of data collection are taught aboard the College's research craft, as part of continuing research on the evolution of Lake Champlain. 3 hrs. lect., 3 hrs. lab/field trips. Mr. Manley

GL 170 The Dynamic Earth Fall

Sea–floor spreading and continental drift, earthquakes and volcanoes, origin and evolution of mountain systems, and concepts of plate tectonics are viewed in light of the geology and geophysics of ocean basins and continents. Laboratory: field problems in Vermont geology; interpretation of geologic maps, regional tectonic synthesis. 3 hrs. lect., 3 hrs. lab./field trips. Mr. Coish

GL 201 Bedrock Geology of Vermont (CW) Fall

This course is designed to introduce students to the fascinating geology of New England. Six field problems (combining class and lab time) to local areas are supported by lectures on classification and meaning of rocks. Emphasis is on descriptive writing and on use of data to interpret origin of rocks. Last few labs are an introduction to fossils. Culminates in a written report on the geological evolution of Vermont. 3 hrs. lect., 3 hrs. lab/field trips. (One geology course) Ms. Harding

GL 205 Mineral and Energy Resources Fall

How do ores form and what constitutes an ore body? Can the U.S. achieve energy sufficiency in the twenty–first century? This course will discuss the characteristics, distribution, and mode of formation of metallic and non–metallic mineral resources formed by magmatic, hydrothermal, and metamorphic processes. The importance of metals in a technological society and a survey of renewable and non–renewable energy resources will be presented. 3 hrs. lecture with recitation. No prerequisite. Staff

GL 211 Mineralogy Spring

This course covers the nature, identification, composition, and meaning of minerals and mineral assemblages. Introduction to crystallography, optical mineralogy, X–ray analysis and electron microprobe analysis. Laboratory: study of minerals in hand specimen and thin section; use of X–ray diffraction and electron microprobe in mineral analysis. 3 hrs. lect., 3 hrs. lab. (One geology course)

Mr. Coish

GL/GG 251 Geomorphic Processes Fall

An investigation of landforms that explores the nature and effects of surface processes – weathering, mass wasting, and erosion – on varied lithologic and tectonic frameworks. Field and laboratory work is focused on the role of glacial and fluvial processes in west central Vermont. 3 hrs. lect., 3 hrs. lab. (GL 170, or GL 112, or GL 161, or permission.)

Staff

GL/GG 255 Surface and Ground Water Spring

This course represents a basic introduction to the fields of both hydrology, the study of water, and hydrogeology, the study of water as it reacts with and shapes the land we live on. Focus of study will be on the unique properties of water and its erosive and transport characteristics as surface and ground water. Additionally, the modification and/or increased demands on many of the natural water systems by human activities will be discussed in light of the basic fundamentals of hydrology and hydrogeology. Students should have a strong foundation in algebra and trigonometry. 3 hrs. lecture plus disc./lab. Staff

[GL 296 Geochemistry of the Natural Environment]

[GL 301 Plate Tectonics and World Geology]

GL 321 Sedimentary Rocks Spring

An overview of the tools used in determining plate tectonic settings of sedimentary rocks. Lectures cover depositional systems and facies relationships, stratigraphic principles, origin of sedimentary structures and textures. Labs and field trips include methods in sedimentary basin analysis, sedimentary petrology. 3 hrs. lect., 3 hrs. lab/field trips. (GL 201 or GL 211) Ms. Harding

[GL 322 Igneous Petrology]

GL 332 Metamorphic Petrology Spring

An analysis of metamorphism based upon the mineralogy, mineral assemblages, and textures of metamorphic rocks. Application of thermodynamics and linear algebra will focus discussions to characterize the progressive metamorphism of sedimentary and igneous rocks. Emphasis will be placed on the interpretation of metamorphic processes in terms of tectonic environment. The use of metamorphic histories to understand tectonic events will also be discussed. 3 hrs. lect., 3 hrs. lab. (GL 211.) Mr. Elbert

[GL 342 Marine Geology]

GL 381 Structural Geology Fall

An overview of the behavior of earth materials in a dynamic earth. Geometric and kinematic analysis of deformed rocks. Regional tectonic setting of earth structures. Laboratory: detailed mapping and interpretation of complex structures in selected field locations; quantitative analysis and interpretation of deformation as seen on maps and aerial photographs; stereographic analysis of complex fabrics from local field areas. 3 hrs. lect., 3 hrs. lab/field trips. (A geology course or permission) Mr. Elbert

[GL 382 Geophysics]

GL 401–404 Seminars

These seminars provide experience at an advanced level in areas such as field techniques, laboratory techniques, geologic literature and geologic writing. Each course meets once a week and focuses on some aspect of geologic research. *A research seminar is required of all geology majors in their junior or senior year.* The seminars are open to others by permission.

[GL 401 Stratigraphy and Tectonics]

GL 402 Geochemistry Fall

An advanced course in the use of elemental analysis to interpret the origin of rocks. Literature survey of current geologic problems in geochemistry. Instruction in analytical techniques. (Permission.) Mr. Coish

[GL 403 Mountain Systems – Structural and Thermal Evolution]

[GL 404 Modern Processes]

GL 500 Readings and Research Fall, Spring

Individual or group independent study, laboratory or field research projects, readings and discussion of timely topics in earth and environmental science. Staff

GL 700 Senior Research Fall, Spring

A two–unit senior program dedicated to original research in geological science resulting in a written thesis which must be orally defended. Staff

GERMAN

Professors: Thomas Huber (at Middlebury in Mainz), Van Horn Vail *Associate Professor*: Michael Geisler (chair) *Assistant Professor*: Roman Graf *Lecturer*: Constance Kenna

The department is currently discussing changes in the German curriculum. The new curriculum and requirements for the German major will be specified in the Fall 1993 Supplement to the Middlebury Catalog. Students who are interested in the major are urged to consult the supplement or to contact the German faculty.

Requirements for the major: Departmental students are normally expected to take eight courses above the 200 level. Since all higher–level courses are conducted in German, completion of German 202 or its equivalent is prerequisite for acceptance into the department. The department administers a placement test in order to determine the course with which a student should begin study of German at Middlebury. Credit for Advanced Placement is only given for the top two scores, a high score on the departmental placement test and a placement conference with the student. The department expects that all majors will have had at least one semester in a German–speaking country by the time they graduate. Normally they spend one or two semesters at the Johannes Gutenberg–Universität in Mainz.

Prerequisites for Study Abroad: For the program in Mainz at least two courses above GN 202. Students must have junior standing by the time they begin their studies abroad. General Programs Abroad Committee guidelines apply.

There is no comprehensive examination in the senior year, but students returning from Mainz are expected to take a German course each semester.

Honors: To be a candidate for honors, a student must have an average of at least B in German. Honors work is normally done during a student's last year at Middlebury. Students have the option of doing either an independent thesis or a project.

GN 101 Elementary German Fall

The course consists of three weekly lectures on the structure of the German language, along with three small–group language practice sessions. Using a four–skills approach, the small–group meetings will emphasize interactive language skills in combination with communicative activities and information on the culture of the German–speaking countries. Students will take continuing German as their winter term course. Staff

GN 102 Elementary German Spring

Format as GN 101. The course focuses on developing reading skills. Additional cultural and audio–visual materials will be introduced. (GN 101 plus winter term continuing German or equivalent) Staff

GN 201 Intermediate German Fall

The course meets three hours a week in sections of about twelve students. Using an interactive discussion format, the course combines a comprehensive grammar review with short readings relating to all aspects of German culture and everyday life. Students will also be introduced to the analysis and interpretation of literary as well as non–literary texts. Staff

GN 202 Advanced German Spring

Course–format as GN 201. Modern German texts will be read and interpreted, and the students will be introduced to the methods of literary analysis. The course will further increase the students' fluency in spoken German and their facility in reading. Staff

(Prerequisite for all 300–level courses and higher is GN 202 or the equivalent.)

[GN 305 The German Novelle I]

[GN 306 The German Novelle II]

[GN 307 The German Novelle III]

[GN 310 German in Its Cultural Contexts]

[GN 311 German Culture Since World War II]

[GN 321 Business German and German Business]

[GN 401 Emergence of German as a Literary Language]

[GN 403 From Weimar to Hitler]

GN 406 Romanticism Fall

The course will provide the student with techniques for examining a period in depth. The emphasis will be on narrative forms. The course will give the student a basis from which to understand themes and forms as they are carried forward into the 20th century. (Open to all students who have had GN 202 or its equivalent.) Mr. Vail

[GN 421 Modern German Drama]

[GN 422 Post–World War II Drama]

GN 500 Independent Study

GN 800 Honors Project

The Middlebury School in Germany

The Middlebury School in Germany is located in Mainz. It is open to all qualified students, and one need not be a German major to apply. Students interested in attending the program in their junior year should consult with the dean of the German School in the fall of their sophomore year.

The following courses were among those offered by Fachbereich 13 during the Wintersemester 1991–92. They serve as an example of the type of courses normally offered each semester. The bulk of students' work will be in the "Deutsches Institut," but juniors, especially those majoring in departments other than German, are encouraged to take one or two courses in an area other than language and literature, such as history, political science, economics or art history.

LECTURE COURSES:

Introduction to the Literature of the Eighteenth Century
Young Schiller
Brecht's Poetry
History of German Drama IV

PROSEMINARS:

Introduction to Descriptive Linguistics
Imagery
Fontane's Novels
Goethe's Poetry
Kafka and Prague Literatur
Youth Culture
Introduction to Comparative Literary Studies

See also Division of Foreign Languages.

HISTORY

Professors: Nicholas Clifford (spring), Travis Jacobs, Marjorie Lamberti, David Macey, John McCardell (President), John Spencer (winter and spring), Neil Waters (on leave all year) *Associate Professors*: Barbara Bellows, Paul Monod, Don Wyatt *Assistant Professors*: Darien Davis, Cassandra Potts, James Ralph *Visiting Assistant Professors*: Chase Robinson (fall and winter), Regina Sweeney

The Department of History seeks to teach students to think and express themselves clearly, both orally and in writing, and to ask the right questions of themselves and the world around them. It believes, therefore, that training in research, critical analysis, and writing is extremely important. Many majors go on to attend professional schools, especially in law, business, journalism and international relations; several majors each year receive either an elementary or a secondary school Teaching Certificate while at Middlebury.

The Department offers broad geographic coverage, including courses in African, East Asian, Latin American, Middle Eastern and Russian History, as well as courses in American and Early and Modern European History.

The history major combines an introduction to several areas of historical knowledge with intensive training and practical work in historical research. The Department does not require a common core of knowledge that students are expected to have before they graduate; it does believe, however, that a knowledge of different areas is necessary.

Required for the major in History: Each major must take twelve History courses before graduation, including: 1) at least one course in each of the following four groups: A) HI 103 or 104; B) HI 203; C) a course in European History (which may include Russia/Soviet), but not HI 103 or 104; D) a course in the history of Asia,

Africa, Latin America, the Middle East, or Russia/Soviet (the same Russian/Soviet course may not count for both requirements C and D); 2) at least two courses from the period before 1800; 3) a reading seminar and a research seminar; 4) a two–semester senior thesis. Winter term senior thesis study will be counted, and one other winter term history course may be counted towards the number of courses necessary for a major in History. With the permission of the Department, up to two cognate courses in historical aspects of other disciplines may be counted towards a major in History. An Advanced Placement grade of four or five in history may substitute for one course credit of the required total for a major or joint major in history beginning with the class of 1997. An AP grade of four or five in American History can substitute for HI 203 and 204. If a student with an AP grade of four or five wishes to take HI 203 for credit, he or she may do so; such a student may not, however, take HI 204 for credit. An AP grade of four or five in European History can substitute for HI 104, not HI 103.

Students planning to spend all or part of the junior year abroad should consult with the Department before the second semester of the sophomore year. Students interested in combining a history major with the Teacher Education Program should ensure, through consultation with both the Program and the Department, that they will have no conflicts in their schedules.

Joint Major: A student who is a joint major in history and another department must offer a total of at least eight courses in history chosen in consultation with a faculty advisor. Cognates are not allowed. A student must offer at least one course in two of the five subfields, and one course must cover the period before 1800. Ultimately, the choice of courses should depend upon the need for the student's program to achieve an intellectual coherence and integrity. Joint majors must take a reading and a research seminar, and must write a two–term thesis combining the skills of both major disciplines. The Department believes that, in many cases, the requirements of a double major are only a little more difficult to fulfill and can prove much more intellectually satisfying.

Honors: A student must have at least a B (3.0) average in History Department courses, have an oral examination on the senior thesis, HI 700, and receive at least a grade of B+ on the thesis.

International Major: At least four courses, including the Research Seminar (420–430 level), on the country of study; four courses in history at a Middlebury School Abroad or an approved equivalent; a two–semester thesis (in English), plus an advanced course in the language department. Minimum of ten courses.

HI 100–399 Lecture Courses

These courses generally meet for two one–hour lectures and a one–hour discussion section (12–18 students) each week; in addition to examinations, these courses require a formal paper or its equivalent.

HI 401–419 Reading Courses

Unlike the courses below the 400 level, which are primarily lecture courses, these courses are reading seminars on particular periods or topics. They are open to all students, although in cases of overcrowding, history majors will be given priority. (Required of history majors normally before completion of junior year.)

HI 420–430 Research Seminars

The purpose of the research seminar is to introduce the student to methods of research and historical writing. During the first few weeks the student reads in the area of the course and is introduced to bibliographical and methodological problems. During the rest of the course students write a long paper on a subject of their choosing in consultation with the instructor. Only students going abroad for the entire junior year may take the research seminar in the spring of the sophomore year. The research seminar is required of majors in their junior year and is open to others by permission.

HI 700 Senior Independent Study

All senior history majors will write a two–semester thesis under an advisor in the area of their choosing. The Department encourages students to do their theses during the fall and winter terms. Further information about the thesis is available from the Department.

HI 705 Teaching Assistantship

Fall, Spring

Teaching assistance in discussion sections of certain lecture courses. Permission of the course instructor is required.

LECTURE COURSES

HI 103 The Making of Europe Fall

This course covers the history of western Europe from the death of Caesar in 44 BC to the Peace of Westphalia in 1648 AD by focusing on problems of authority within European society. Questions to be explored include: Where should authority lie within the state? What is the relationship between power and law? How should we reconcile the will of the ruler or state with individual conscience? While examining these questions from the Roman Empire to early modern Europe, emphasis will be placed on the use of original sources, and on how historians interpret the past. (Not open to seniors)

Ms. Potts

HI 104 States and Revolutions Spring

Most powerful modern states trace their origins to some dramatic upheaval in government and society—a revolution. Where did the idea of revolution come from, and why has it been so important in the formation of national states and identities? This course will focus particularly on the English tumults of the seventeenth century, on the French Revolution of 1789–94, on the Revolutions of 1848 in Europe, and finally on the Russian Revolution and its world–wide consequences. We will consider what these events may have in common, and whether they represent an age of revolutions that has only recently ended. (Not open to seniors)

Mr. Monod, Staff

HI/CL 131 History of Classical Greece Fall

See Classics listings for description.

Ms. Chaplin

[HI/CL132 History of Rome]

HI 203 United States History: 1492–1861 Fall

A survey of American political, social, and intellectual developments from the colonial period to the Civil War. Students receiving AP credit in American history may take HI 203 for credit. Up to 10 students may use the course to satisfy the College Writing requirement.

Mr. McCardell, Mr. Ralph, Staff

HI 204 United States History: 1861–1960 Spring

An overview of the revolution of modern America from the Civil War to the election of John Kennedy, with special attention to the rise of industrial capitalism and its impact upon politics, economics and social thought. A continuation of HI 203, but an independent course; there are no prerequisites. Limited places available for students to satisfy the College Writing requirement. **Students with AP credit in American history may not take HI 204 for credit.**

Ms. Bellows, Staff

HI 211 Early East Asia Fall

This course deals with the civilizations of China and Japan in the centuries before extended contact with the West. The course is more topical than comprehensive, focusing on the philosophical, religious and social values that defined and linked the cultures of the "sinic zone," and on the characteristics that made them distinct. Topics include Chinese cosmology, Confucianism, Buddhism, the Japanese creation myths, Heian society, and the emergence of the samurai. Recommended for students with little or no background in East Asian history.

Mr. Wyatt

HI 212 Modern East Asia Spring

This course examines the East Asian region from approximately 1650 to the present. Students may take this course without taking History 211, but those who do so must be willing to do some extra reading early in the semester. Students are expected to look beyond the confines of the "Western stimulus, Asian response" interpretation of East–West relations; East Asia's encounter with the West is treated as a collision of vastly different, mutually uncomprehending cultural traditions. Limited places available for students to satisfy the College Writing requirement.

Mr. Clifford

HI 226 Modern Africa Spring

Beginning with the European powers' scramble for African territory in the last quarter of the nineteenth century, this course analyzes the evolution and behavior of nation–states in sub–Saharan Africa, with particular emphasis on the post–1960 years of independence. Limited places available for students to satisfy the College Writing requirement.

Mr. Spencer

HI 237 Classical Islamic History Fall

This course charts the history of the Islamic Middle East from Late Antiquity (5th and 6th centuries) until the rise of the Otto-

mans (15th century), paying particular attention to the political and cultural experience of the succession of dynasties that constituted the great Islamic Empire of the pre–Modern period. Among the topics we shall cover are Muhammad's leadership of the embryonic Islamic community; the Islamic conquests; the nature of religion and political authority; the medieval Mediterranean world; the Crusades; the arrival of the Turks and Mongols. Limited places available for students to satisfy the College Writing requirement. Mr. Robinson

HI 238 Modern Middle East History Fall

This course charts the political fragmentation of the Ottoman Empire and the emergence of modern nation states in the Middle East. Concentrating on the dynamics of internal change and foreign influence, we shall cover the following topics: the breakup of the Ottoman Empire; European colonialism; the varieties of Arab Nationalism; the Arab/Israeli conflict; the "Islamic resurgence." The latter part of the course aims to interpret the last 50 years of Middle Eastern history in the light of the region's colonial and imperial experience. Limited places available for students to satisfy the College Writing requirement.

Mr. Robinson

[HI 242 Europe in the High Middle Ages]

HI 243 Europe in the Renaissance and Reformation Spring

The fourteenth, fifteenth and early sixteenth centuries marked a period of dramatic change in European history. As the medieval outlook broke down under the pressures of plague, economic decline and religious dissent, European society found itself questioning many of its fundamental assumptions. This course explores the transition between the medieval and modern worlds by focusing on how Europe's political and social institutions adapted to meet the changing conditions. The relationship between late medieval heresies, Renaissance humanism and early Protestantism will be examined, including the roles of women and lower classes in early modern society. Ms. Potts

[HI 244 Society and Culture in Early Modern Europe, 1555–1789]
(Offered 1994–1995)

HI 245 History of Modern Europe: 1800–1900 Fall

This course will trace several complex threads across the nineteenth century, a period which saw enormous changes in economic structures, political practices, and the experience of daily life. We will look specifically at the construction of nation–states; the industrial revolution and its effects on the lives of the different social classes; the shift from rural to urban life, and the rise of mass culture and its political forms. Taking a cultural perspective, we will consider, for example, the language of working–class politics, the painting of modern urban life, and imperialism in popular culture. Limited places available for students to satisfy the College Writing requirement.

Ms. Sweeney

HI 246 History of Modern Europe: 1900–1989 Spring

Revolution in Eastern Europe and unification in Western Europe have reshaped the contours of the twentieth century. This course will move from turn–of–the–century developments in mass culture and politics through the two World Wars, the rise and fall of fascism and on into the post–war era. This century has seen a series of radically new ideas, catastrophes and then renewed searches for stability. But we will also investigate century–long movements, including decolonization, the creation of sophisticated consumer cultures and the battles between ideas of nationalism, ethnicity and international interdependency.

Ms. Sweeney

HI 247 Traditional Russia Spring

This course will examine the social, economic and political history of Russia, focusing on the relationship between the centralized and autocratic state and Russia's different social groups and the emergence of an autocratic and statist political culture. The course will cover the Kievan, Muscovite and Imperial periods and end with the reforms and "counterreforms" of the 1860s and 1880s and the rise of the revolutionary movement. Mr. Macey

HI 248 The Russian Revolution and the Soviet Regime Fall

Russia at the turn of the century was faced with a crisis of transition from the traditional world to the modern. The first half of this course will focus on the social, economic, and political causes of the crisis, culminating in the

Russian Revolutions of 1917. The course then follows the revolution through the civil war and NEP periods to Stalin's "Revolution from Above," which was largely responsible for creating the Soviet Union as we know it. The course concludes by examining the emergence, under Gorbachev, of yet another stage in the ongoing struggle to modernize.

Mr. Macey

HI 285 Colonial Latin America Fall

This course will examine the formation of Latin American societies from the fifteenth to the nineteenth centuries. Emphasis will be placed on four major phases; 1. the indigenous, European and African civilizations prior to contact, 2. the conditions which facilitated the European conquest, 3. life in the colonial societies, 4. the political, economic and philosophical changes which influenced and ultimately led to the independence movements of the nineteenth century. While historical examples will be drawn from all over Latin America, including the English and French speaking countries, this class will focus on Portuguese and Spanish America. Mr. Davis

HI 286 Modern Latin America Spring

This survey course will trace the philosophical, economic, political and cultural developments of Latin America from independence to the present day. Particular emphasis will be placed on: the formation of nation–states, issues of development including agricultural production and industrialization, national and cultural symbols, and social relations within Latin American societies. The aim of the course is to provide a broad background of the five major geographical areas of modern Latin America which include Mexico, Central America and the Caribbean Basin, Brazil, the Andes, and the Southern Cone. Mr. Davis

HI 331 Imperial China Fall

The history of China from her cultural beginnings up to the conflicts with the West in the 1840s and the internal unrest of the 1850s and 1860s. Special attention will be directed toward the social, institutional, and intellectual processes — such as dynastic succession and bureaucratic centralization — that were key constituents in shaping China's traditional period of development. Mr. Wyatt

HI 332 Modern China Spring

The history of China from the mid–nineteenth century to the present. Concentration on the problems of modernization, the rise of Mao as charismatic leader, revolution and the installation of socialism, and the building of an agrarian communist nation–state. Particular consideration will also be given to the contemporary social, political, and economic conditions prevailing in the People's Republic of China. Mr. Wyatt

[HI 333 Chinese Intellectual History]

HI 334 The Rulers of China Spring

No other rulers have continuously controlled so immense and populous an empire as those who have ruled China. This course examines the lives, aspirations, achievements, and failings of the select few men and fewer women who have governed the Middle Kingdom and shaped its destiny. The Chinese "imperial" personality has arguably been as prevalent in modern communist political culture as it was in traditional despotism; the impact and persistence of this personality will be traced in an array of history–making individuals, ranging from the First Emperor and the Empress Wu to Khubilai Khan and comrades Mao and Deng. Mr. Wyatt

[HI 335 The History of Pre–Modern Japan]
(Offered 1994–1995)

[HI 336 The History of Modern Japan]
(Offered 1994–1995)

HI/CL 338 Problems in Ancient History Spring

See Classics listings for description.

Ms. Chaplin

[HI 339 History of Southern Africa]

[HI 341 Europe in the Early Middle Ages]

HI 349 History of Germany from 1648 to the Twentieth Century Fall

The course begins with the rise of the Hohenzollerns and the expansion of Brandenburg–Prussia in the 17th and 18th centuries. It covers the movement of national unification from the revolution of 1848 to the founding of the German Empire. The study of Imperial

Germany gives particular attention to the social and political strains and conflicts generated by the attempt to combine a dynamic industrial society with political authoritarianismm and the power and privilege of traditional elites and to Germany's bid for world powerleading to the outbreak of the First World War. Ms. Lamberti

HI 350 The Jews in Modern Europe, 1760–1939 Spring

A study of the process through which the Jews, isolated on the fringe of society until near the end of the eighteenth century, integrated into the mainstream of European life. How did the Emancipation – the achievement of the rights of citizenship – and the process of assimilation transform the existence of the Jews? How did they deal with the problem of adapting to their Christian surroundings and retain at the same time a distinctive Jewish identity? How were ancient anti–Jewish prejudices refashioned into new stereotypes? The course ends with a study of the rise of Zionism. Ms. Lamberti

HI 353 British History: 1603–1815 Fall

The medieval pattern of English society disintegrated in the seventeenth century. The unity of the English Church, the relationship between Crown and Parliament, even the social hierarchy, were threatened by new developments. After generations of civil war, revolution, and party strife, the eighteenth century saw the establishment of an oligarchial but more flexible order, able to withstand the challenges of radicalism and the American and French Revolutions. By 1815 Britain, at the peak of its power in Europe, was already beginning to experience tensions of industrialism. This course will concentrate on the religious, social and political aspects of these transformations. Mr. Monod

HI 354 British History: 1815–1979 Spring

The spectacular rise and dramatic decline of Britain as an imperial and industrial power is the central theme of this course. The century after 1815 was an age of political and social reform and the apogee of middle class culture. But in 1914 the crucial problems of women's rights, of labor against capital, and of Irish nationalism remained unsolved. War and economic depression followed. The Labour Party tried, and failed, to create a social democracy out of post–war Britain. Today, empire gone and industry spent, Britain continues to provide both warning and example to the rest of the world. Mr. Monod

HI 362 Revolutionary America: 1763–1800 Spring

A study of the origins, progress, and significance of the American Revolution. In this course we examine the diverse economies, cultures and sociologies of the American Colonies on the eve of the Revolution; the disruption of the balance of empire in the Atlantic; the ideology which guided colonists in rebellion; the changes wrought by revolution; and the first decade of nationhood under the Constitution. Staff

[HI 363 Jefferson and Jackson 1800–1848]

HI 364 Civil War and Reconstruction: 1845–1890 Spring

A close study of the impact of sectional conflict on American political, social, economic, and intellectual life. The course will emphasize and attempt to explain both the transforming nature of the war and the limits of reconstruction. Ms. Bellows

HI 367 Twentieth–Century America, 1925–1955 Fall

A study of the political and social history of the United States, beginning with the late 1920s and concentrating on FDR's New Deal, World War II, and post–war America with Truman's Fair Deal, the emerging Cold War, the Korean War, and McCarthyism. Mr. Jacobs

HI 368 Twentieth–Century America, 1955–1990 Spring

A study of the political and social history of the United States from the 1950's, the emerging "consumer culture" and the Eisenhower Equilibrium through the 1980's, concentrating on JFK's New Frontier, Johnson's Great Society, the Vietnam War, Nixon and the Watergate scandal, the emergence of conservatism in the 1970's, the Reagan era, and the end of the Cold War. Mr. Jacobs

HI 371 African–American History Fall

This course will explore the history of the African–American people from the slave trade

to the present. It will examine the process of enslavement, the nature of American slavery, the meaning of emancipation, the response to the rise of legalized segregation, and the modern struggle for equality. Special attention will be given to placing the African–American story within the context of the developing American nation, its institutions, and its culture. Mr. Ralph

[HI 373 History of American Women]

READING COURSES

[HI 401 Readings in Modern European History: The Working Class in Western Europe, 1780–1914]

HI 402 Readings in the History of European Women Spring

Great changes have come about in women's lives in the modern age, including the effects of industrialization on work, material life, and domesticity, the battles for political participation, and women's roles in the wars of the twentieth century. Considering both women's experiences and representations of women, this seminar will explore the broader issues of gender and sexuality – how, for example, the category of gender related to political theory, debates over the public and private, or consumer culture. We will cover the nineteenth and twentieth centuries, although we will begin with an examination of "traditional" society and the French Revolution. (No prerequisites) Ms. Sweeney

[HI 403 Readings in Modern European History]

HI 404 Readings in Russian and Soviet History Fall

Each year, this course will concentrate on the detailed study of a single topic or period in late imperial, revolutionary, or Soviet history. Possible subjects are Stalin and Stalinism, the Russian Revolution, Soviet society, etc. For this year's focus, consult the course supplement at registration. Mr. Macey

HI 405 Readings in American History Fall

This seminar will focus on America during the early nineteenth century. Staff

HI 406 Readings in American History Spring

This seminar explores the protest impulse in American history. Emphasis will be placed on evaluating different approaches to the study of collective action; understanding the social, political and cultural contexts from which protest movements developed; and uncovering what protest movements reveal about the nature of American society and politics. Mr. Ralph

[HI 407 Readings in American History]

[HI 408 Readings in African History]

HI 409 Readings in Modern China: Rebellion and Revolution Spring

As the last of the Communist great powers, China has a special interest today. The course will examine the crisis out of which grew the great revolution which has been such an important feature of modern history, the development of various aspects – Communist and other – of the revolution, its decay in recent decades, and the prospects for the future. Mr. Clifford

HI 410 Readings in Latin American History: Caribbean Revolutions Spring

This course will focus on the history of revolutions in the Caribbean Basin in the twentieth century. Important emphasis will be placed on the historical contexts of the revolutions in relation to United States hegemony in the region. The class will look at the populist movements of the 1930s and 1940s, the Guatemalan revolution of the 1950s, the Cuban Revolution, and revolutionary movements in El Salvador and Nicaragua in the 1980s. Mr. Davis

HI 413 Readings in Modern European History: A Comparative Social History of Nazi Germany and Fascist Italy Spring

The class will study the rise of the Fascist and Nazi movements in relation to the social and political situation in both countries and the attitudes and behavior of ordinary men and women under the dictatorships of Hitler and Mussolini. What kinds of people, and for what specific reasons, were drawn to the cadres and the electorate of both movements? What sub-

cultures proved to be relatively resistant? How far did both dictatorships bring about a transformation of social and political values? Did their impact on the social and economic structure turn out to be revolutionary and modernizing or reactionary and anti–modern?
Ms. Lamberti

HI 415 Readings in Medieval History: The Vikings Fall

From the rivers of Russia to the shores of America, Viking adventurers from Scandinavia raided, traded and established colonies during the ninth, tenth, and eleventh centuries. The seminar focuses on the achievements of the Vikings, examining their activities in France, England, Russia and the North Atlantic. Readings will include a variety of original sources with an emphasis on archaeological evidence. Ms. Potts

[HI 417 Readings in Middle Eastern History]

[HI 418 Readings in Asian History: The United States and Japan: the Peculiar Relationship]

[HI 419 Readings in Asian History: Pearl Harbor and Hiroshima]

RESEARCH SEMINARS

HI 421 Writing and Research, European History Fall

Students enrolled in this course, which emphasizes the acquisition of research and writing skills, will be able to select topics from within the social, economic, political and intellectual history of Europe since 1600. Each student will be required to produce a research paper based, as far as possible, on primary sources (in translation, where necessary).
Mr. Monod

HI 422 Writing and Research in American History Fall, Spring

The course, taught by the American history staff, emphasizes methodology and writing, and students will be able to select research topics, in consultation with the staff, from the broad range of the American past. All students will write and submit a research paper based on primary source material. No 500 projects in American history will fulfill the research seminar requirement except with permission. (Permission necessary to take seminar in fall.)
Staff

[HI 424 Writing and Research in Non–Western History]

HI 426 Writing and Research, China Spring

This seminar is designed to familiarize the student with the fundamental approaches to and methods for the study of China from the perspective of the social sciences. Research topics will be selected through group and individual consultation with the instructor, with the goal of enhancing basic analytical and compositional skills. Course readings will be of an interdisciplinary as well as historical nature; since methods materials will be drawn from Chinese as well as English–language sources, some training in the foreign language is encouraged but not required. Mr. Wyatt

HI 428 Writing and Research in Latin American History Fall

This seminar will allow students to investigate selected Latin American issues as well as pursue their personal interests in some aspect of Latin American History from the colonial or modern periods. Special attention will be placed on research methodology, historiography and an evaluation of primary sources in English and, whenever possible, in French, Spanish, and Portuguese. However, there is no language requirement for the course, and research topics will be chosen after careful consultation with the professor. Mr. Davis

HI 430 Writing and Research, Medieval and Early Modern Europe Spring

This seminar is designed to provide an introduction to the principal sources and methodologies of European history to 1600. Students will select specific topics from within the broad framework of the period and submit research papers based on the analysis of primary and secondary sources. Ms. Potts

HI 500 Special Research Projects Fall, Spring

HI 500 projects during the junior year may be used to fulfill the research seminar requirements. (Permission) Staff

HI 700 Senior Independent Study
Fall, Winter, Spring

HI 705 Teaching Assistantship
Fall, Spring
(Permission)

INDEPENDENT SCHOLAR PROGRAM

The IS 800 thesis is a cumulating experience for the Independent Scholar Program. IS 800 is an attempt to bring together the course work which the student has completed and to incorporate all aspects of the study into one final work. Students applying to be an Independent Scholar are asked to provide an indication of possible IS 800 projects. However, students are able to change the topic of their IS 800 project in order to respond to new interests and information which they learn during the course of their study.

The thesis is undertaken for one or two terms. Students who wish to be considered for honors must work with a thesis committee. Others may choose to work with an individual faculty member, usually the student's advisor. There exists considerable flexibility in the choice of thesis projects. For example, with permission from the thesis committee, a student in the performing arts might want to incorporate a dance performance, musical composition or some other feature as part of his or her course of study.

Honors: Independent Scholars must meet minimum GPA requirements in order to be eligible for honors. Honors will be determined on the basis of course grades, and the thesis grade. A minimum average of B+ in course grades and a minimum grade of B+ on the thesis is required for honors. In determining the numerical average of course grades, all Middlebury courses will be counted. Minimum thesis grade averages for each level of honors are: Highest Honors: A+; High Honors: A or A–; Honors: B+.

INTERDEPARTMENTAL COURSES

ID 200 Social Class and Ethnic Relations Fall

This course examines the various ways in which the American class system and patterns of ethnic group relations have affected, and have been affected by, American education. The limitations and potential of educational institutions with respect to the resolution of intergroup conflicts and the establishment of equal educational opportunities will be explored. The relationships of contemporary educational practices and policies to the nature, needs, and challenges of a culturally pluralistic American society will be analyzed. Critical issues faced by school administrators and students will be examined in light of social, economic, historical, and political influences on societal behaviors and academic performance. Mr. Norman

INTERNATIONAL MAJOR

Advisor: Edward C. Knox (Director of the Language Schools)

This is a major in an area other than a language or literature, and includes advanced courses taken in the discipline at one of the Middlebury Schools Abroad (France, Germany, Italy, Russia and Spain) or an approved equivalent, depending on the availability of such courses. See above, *Programs with Majors*, and individual department descriptions.

INTERNATIONAL POLITICS AND ECONOMICS

Director: W.R. Kenan Professor of Political Science, Russell J. Leng

The International Politics and Economics major offers an interdisciplinary approach to the study of international affairs. The major includes extensive course work in economics and political science with an emphasis on international issues, and a year of overseas study in a foreign language (in some cases one term is permitted).

Requirements for the Major: The requirements listed below apply to the class of 1995 and beyond. Students in the class of 1994 may complete either the 1991–92 requirements or the new requirements. Students electing the IPE major will select a major and a minor track and will be advised by a faculty member in the major track department. The core requirements involve a minimum of seven courses in the major track and four courses in the minor track. In addition to the core requirements, IPE majors are encouraged to enroll in the IPE Senior Seminar during the winter term of their senior year. Courses preceded by an asterisk must be taken at Middlebury. Others may be satisfied during the year or term spent abroad.

A. Political Science Major Track

1. *Seven Required Political Science Courses*

PS 101 Introduction to Political Science
or
PS 107 Politics and the Studies of Politics
plus
*PS 103 Introduction to Comparative Politics
and
*PS 201 International Politics

Three political science electives in comparative politics or international relations.

One *400 level seminar in comparative politics or international politics.

2. *Four Required Economics Courses*

EC 150 Macroeconomics
EC 155 Micoreconomics
*EC 350 Macroeconomics
or
*EC 355 Microeconomics

*One 400–level seminar in international or development economics.

One course in statistics is strongly recommended.

B. Economics Major Track

1. *Seven Required Economics Courses*

EC 150 Macroeconomics
EC 155 Microeconomics
*EC 210 Economic Statistics
and
two courses from
*EC 211 Introduction to Regression Analysis
*EC 350 Macroeconomic Theory
*EC 355 Microeconomic Theory

Two electives in either international or development economics, at least one which must be a *400 level seminar chosen from a list to be supplied by the Economics department.

2. *Four Required Political Science Courses*

*PS 103 Introduction to Comparative Politics
*PS 201 International Politics

Two electives in comparative politics or in international relations, one of which must be a *400 level seminar.

C. Year or Term of Study Abroad

This requirement will normally be completed at one of the Middlebury language schools or in the approved Chinese or Japanese programs. Students in International Politics and Economics must achieve the language department's standard of linguistic competence before going abroad. Students are encouraged to spend their entire junior year abroad.

D. Senior Program

All majors must complete a 400 level economics seminar in international or development economics and a 400 level political science seminar in comparative politics or international politics. Seminars jointly taught by political science and economics faculty qualify as seminars in the student's minor track. An interdisciplinary IPE Winter Term seminar is optional, but encouraged. Students should consult their advisors to insure that they are taking seminars in the proper fields. Majors are expected to use their foreign language competence in their seminar research.

Honors. Entry to Honors requires at least a B average in political science and economics courses. Honors candidates must present their proposals for approval during the fall term. If the proposal is approved, the student may register for IP 700 (Senior Thesis) for the winter and spring terms. After an oral examination, honors are conferred or denied on the basis of the grade achieved on the thesis, the oral defense, and the student's average grade in Middlebury courses in economics and political science. Students who seek honors may substitute their thesis work for the required seminar in their minor track.

ITALIAN

Associate Professors: Ugo Skubikowski, Patricia Zupan *Assistant Professor*: Nicoletta Tinozzi *Visiting Lecturer*: Sandra Carletti

Our program offers students the opportunity to achieve high competence in written and spoken Italian, and to use this competence to achieve intellectual understanding of Italian culture and literature and of a wider variety of disciplines. Our academic year program tends to emphasize the study of literature and culture in the context of language acquisition. The two other integral components of our program, the summer Italian School and the Junior Program Abroad, together afford the additional possibility of studying film, history, art history, political science, economics, and other selected disciplines. Students may also elect to remain on campus their Junior year, taking 300–level courses which parallel those taken in Florence at the School in Italy.

Senior work credit is obtained through 400–level courses. Students seeking Honors may elect to do thesis or a comprehensive exam. Under special or necessary circumstances, the faculty direct independent research projects and/or tutorials.

Major Programs

Full or Double Major: Both of these Majors require a total of not fewer than eleven units beyond IT 101–103, including Senior Work credits. All full and double majors are normally expected to spend a full year at the School in Italy. Year–long participants at the School in Italy can transfer 7 out of 9 credits taken there toward the major. All full and double majors in residence in Florence for the full year are expected to enroll for at least one elective course at the University of Florence.

Senior Work: (1) Two 400–level seminars; (2) Seminar paper in each.

Joint Major: The Italian component of a joint major will consist of at least seven units beyond IT 101–103. All joint majors are normally expected to spend at least a semester at the School in Italy, either in the Fall or the Spring. Semester–long participants at the School in Italy can transfer 3 out of 4 Fall credits or 4 out 5 Spring credits towards the major.

Senior Work: (1) One 400–level seminar; (2) IT 650, Joint Major Project (see description below).

International Major: A non–language, non–literature major in which Italian is the language in which other disciplines are studied abroad. This major requires a semester or a year abroad. Due to differing requirements for various majors, please consult the department of the chosen discipline and the Office of the Vice President for Languages.

Senior Work: (1) 400–level seminar upon return from Florence; (2) Thesis, written in English or Italian, integrating a substantial amount of Italian research.

Honors: Thesis or comprehensive exam. Please consult the Italian section chair for further information.

Requirements for Junior Year/ Semester Abroad

Most of our students come with no prior knowledge of Italian and wish to study at the School in Italy to complete a full, double, joint, or international major, and to a lesser degree, concentrations. Given the fact that we prepare most students with virtually no knowledge of the language to do a significant part of their undergraduate degree work in Italian, we are vigilant about the quality of their spoken and written Italian before they attend the School in Italy.

No matter what academic specialization students choose, there are three basic requirements for participation in the Florence program: (1) an overall academic average of B–; (2) a minimum of five full semesters in Italian with an average of B; (3) continuous study of Italian up to the semester of departure. The proficiency requirement for participation can be completed in two ways: over two academic years (IT 101–102–103; IT 251–252), or in

twelve months (IT 101–102–103; summer Italian School).

For those electing to do the requirement over two academic years, we will waive the fifth semester, normally taken at the summer Italian School, if students complete IT 252 with a grade of B+. Otherwise, we require they complete the summer immersion program here in Vermont, in IT 261–262–263 or Level III, with a minimum grade of B.

Those electing the twelve–month format will attend the summer immersion program at Level II, preferably IT 261–262–263, or Level III, preceding a semester's or year's participation in the School in Florence.

Because of the demanding and intensive nature of our summer immersion program and the difficulty of finding equivalent programs in the United States and Italy, we discourage alternative summer programs preparatory to participation in the School in Italy. The final decision to waive participation in the Italian School rests with the Dean of the Italian School.

MIDDLEBURY COLLEGE SCHOOL IN ITALY

Students may study for a semester or for a full year in Italy. Fall and Spring term students enroll for language, literature, and civilization courses in September and January, respectively, at the *Sede* only.

The following is a list of courses that will be offered to Juniors in 1993–94 at the School in Italy:

Advanced Language Practice I and II
Survey of Medieval and Early Renaissance Italian Literature
Florence and the Birth of Modern Civilization
Art in Florence in the Fifteenth Century
Introduction to High Renaissance and Mannerism
Aspects of Nineteenth- and Twentieth-Century Italian Literature
Contemporary Italian History
Introduction to Italian Cinema

Along with courses at the *Sede* open to term students, the School in Italy offers to full–year juniors the opportunity to enroll for a least one elective course at the University of Florence. Full–year students will be expected to enroll in this elective course. Listed below are some courses in which full–year juniors were enrolled in 1992–93:

Sociology of the Present
Mass Communication in Italian Culture
History of Political Doctrines

IT 101 Intensive Beginning Italian Fall

An introduction to the Italian language which provides a foundation in both spoken and written Italian. Focus on the spoken language encourages rapid mastery of the basic structures and vocabulary of contemporary Italian. The exclusive use of Italian in dialogue situations and vocabulary building encourages the student to develop skills in a personalized context. Students are required to participate in the Italian table.

Mr. Skubikowski, Ms. Zupan

IT 102 Intensive Beginning Italian Winter

A continuation of IT 101, required for enrolling in IT 103. Staff

IT 103 Intensive Beginning Italian Spring

Emphasis on increased control and proficiency in the language through audiovisual, conversational and drill methods. Short reading selections from contemporary works and discussions enlarge the student's view of Italian life and culture. (IT 101 or equivalent. IT 102 required.) Students continue to participate in the Italian table.

Mr. Skubikowski, Ms. Tinozzi

IT 251 Intermediate Italian: An Introduction to Contemporary Italy Fall

A review of the structure and vocabulary of Italian in the context of an introduction to contemporary Italian civilization. Conversation and compositions will be based on readings selected from Italian newspapers, news magazines, essays, and literature. (IT 103 or equivalent.) Mr. Skubikowski, Ms. Tinozzi

IT 252 Advanced Italian: Readings in Contemporary Prose Spring

Readings in modern and contemporary literature, discussions and compositions illustrate the richness and complexity of the Italian language. Materials for the course include selected works on contemporary writers cho-

sen to introduce the genres, themes and terms of literature. (IT 251 or equivalent.)
Ms. Carletti

IT 290 Dante (in English) Spring
An introduction to Dante's major literary works, *La Vita Nuova* (*The New Life*) and the *Divine Comedy.* Close readings of the text will seek to give students an appreciation of Dante's place in world literature. Dante's masterpieces will also be discussed in a historical and philosophical perspective, and supplementary readings will acquaint the reader with the medieval view of life and literature.
Ms. Zupan

IT 292 Contemporary Italian Women Writers in Translation Spring
Italy's gifted women writers enjoy prestige equal to that of their counterparts throughout the world. While the international public may recognize only the most noted writers (Morante, Ginzburg, Fallaci), Italy's women authors offer a rich literary, social and historical portrait of modern and contemporary Italian life. In this survey of prose texts, among those noted above, we will include the pioneering works of Sibilla Aleramo (*A Woman* {1906}, the first Italian feminist novel) and Grazia Deledda (Nobel Prize, 1926), the significant novels of Anna Banti, and those of Alba de Céspedes, repressed under Fascism.
Ms. Carletti

[IT 294 Modern and Contemporary Italian Literature in Translation]

[IT 295 Voices and Visions of Italian Americans]
(Offered Fall 1993 as First–year student seminar.)

IT 298 Italian Cinema and Culture Fall
This course will offer a survey of the development of the most significant trends in Italian cinema and culture from after World War II, Neo–Realism to the present. In considering both films and prose, we will focus on the interrelation of Italy's social and historical events and the works of major Italian directors. Films will include works of Rossellini, De Sica, Fellini, Antonioni, Visconti, among others.
Ms. Tinozzi

IT 354 Epoche della Letteratura Italiana I: Introduzione al Periodo Moderno Fall
This course acquaints students with the major nineteenth– and twentieth–century works and movements and develops the students' linguistic, critical and analytical skills. The readings will introduce literary genres within a chronological framework. Special emphasis will be placed on the skill of writing in Italian.
Ms. Carletti

IT 355 Epoche della Letteratura Italiana II: Introduzione al Medioevo e al Rinascimento Spring
Students will continue to develop critical and analytical skills through a careful reading of excerpts from the literary masterpieces of the Italian Middle Ages and the Renaissance. Beginning with Dante's poetic predecessors, we will then consider late medieval prose and poetry through a selective reading of Dante, Boccaccio and Petrarch. After examining literary Humanism, we will analyze the major themes of Italian Renaissance literature to Machiavelli.
Ms. Zupan

IT 459 Modern Italian Literature and Culture Fall
This course will consider the works of Italian twentieth–century novelists and will explore the authors' narrative techniques within a larger discussion of the social context which their works reflect and interpret. Gender roles, family, class, and politics, among other social themes, will be discussed. Readings will include novels, short stories, and essays by Natalia Ginzburg, Cesare Pavese, Elsa Morante, Alberto Moravia, Anna Banti, Alba De Céspedes, and others.
Ms. Carletti

[IT 490 Dante in Italian]

IT 491 Seminar on Eighteenth-Century Italian Theatre Spring
In this course, we will study the theatre of Goldoni and Alfieri within the historical and cultural environment of Enlightenment Italy. We will look back at the *Commedia dell'Arte* before reading Goldoni's most popular plays, and will pay special attention to his eighteenth–century Venetian milieu. After reading excerpts from Alfieri's *Vita,* we will consider his plays *Saul* and *Mirra,* exploring the ideals of

the Roman classical tradition and the themes and techniques of the Greek theatre that inspired his work. Ms. Tinozzi

[IT 492 Seminar on Italian Romanticism]

IT 550 Independent Study Fall, Spring

The Italian section will consider requests by qualified juniors and seniors to engage in independent work. Please contact the section chair as soon as possible in the fall to discuss fulfilling this option for the fall, winter or spring semesters of the academic year. (By arrangement with Italian faculty) Staff

IT 650 Joint Project Credit Fall, Winter, Spring

Senior–level credit to be approved before students leave for the Junior Year or Semester in the School in Italy. (By arrangement with Italian faculty and a faculty member of the second discipline) Staff

Students who wish to complete joint majors in Italian must propose to the section chair of Italian the general topic of IT 650, the senior year Joint Major Project, and demonstrate the support of an Italian faculty member and a faculty member of the other chosen discipline **in writing by April 1** preceding enrollment in the School in Italy for the junior year. **Credit for IT 650 will not be granted without this pre–approval by the section chair in Italian.**

IT 755 Senior Honors Spring

Honors in Italian can be achieved through writing a thesis or through taking a comprehensive exam. See Italian section chair for more information. Staff

See also Division of Foreign Languages.

JAPANESE

Associate Professor: Nobuo Ogawa *Assistant Professors*: Carole Cavanaugh, Kyoko Takashi *Visiting Instructor*: Kyoko Hayasaka Davis, Keiko Taguchi

The Japanese program offers training at four levels in modern Japanese (Tokyo common/standard speech). This language sequence is designed to help students in various disciplines acquire basic communication skills in Japanese for the achievement of their academic and career goals. Considerable attention is given to grounding this language training within the appropriate cultural context.

In addition to language courses, the Japanese Program offers courses on Japanese literature in English translation. These literature courses are open to all interested students. Courses on Japan offered in other departments may be found listed under the East Asian Studies major.

Qualified students of Japanese are encouraged to spend the junior year studying in Japan in one of several approved programs. These programs offer English–language courses on Japan in the various disciplines as well as Japanese language training. Students may also accelerate their language study by attending the Japanese School, Middlebury's intensive summer program. Those interested in either the study–abroad or summer program should consult with the Japanese Program chair before registration for the fall semester of the sophomore year.

At this time, the Program does not offer a major. Japanese students may, however, major in the interdisciplinary East Asian Studies Program or major in one of the disciplines with a concentration in Japanese.

LANGUAGE COURSES

JA 101 Beginning Japanese Fall

An introduction to the modern Japanese language aimed at acquisition of the four basic skills — speaking, listening comprehension, reading, and writing. The emphasis is upon thorough mastery of the basic structures of Japanese through intensive oral–aural practice and extensive use of audio–visual materials. The two *kana* syllabaries and *kanji* (characters) will be introduced toward the goals of developing reading skills and reinforcing grammar and vocabulary acquisition. Mr. Ogawa

JA 102 Beginning Japanese Winter

A continuation of the fall winter term. Required for JA 103. (JA 101 or equivalent) Mr. Ogawa

JA 103 Beginning Japanese Spring

A continuation of the fall and winter terms with the introduction of more advanced grammatical structures, vocabulary, and char-

acters. The continuing emphasis of the beginning Japanese course will be upon acquisition of well–balanced language skills based on an understanding of the actual use of the language in the Japanese socio–cultural context. (JA 101, JA 102) Mr. Ogawa

JA 201 Intermediate Japanese Fall
The goals of the intermediate course are to develop the ability to understand conversational Japanese at natural speed, to express oneself accurately and smoothly in various situations, to read non–technical materials at reasonable speed with the use of the dictionary and to express oneself in writing with relative ease. Understanding of Japanese culture will be broadened and deepened through mastery of the materials of the course. (JA 103 or equivalent) Ms. Takashi

JA 202 Intermediate Japanese Spring
Continuation of JA 201. (JA 201 or equivalent) Ms. Takashi

JA 301 Advanced Japanese Fall
The advanced course aims at further increasing the student's proficiency in modern standard Japanese, both spoken and written. Oral presentation and discussion and composition in Japanese are important components of the course. A variety of written and audio–visual materials will be used to consolidate and expand mastery of more advanced grammatical points and vocabulary. (JA 202 or equivalent) Mr. Ogawa

JA 302 Advanced Japanese Spring
Continuation of JA 301. (JA 301 or equivalent) Mr. Ogawa

JA 401 Advanced Reading Fall
Training in: 1) reading specialized materials, 2) newspaper reading, 3) use of Japanese reference materials, 4) translation technique. (JA 302 or equivalent) Ms. Takashi

JA 402 Advanced Reading Spring
Training in: 1) reading specialized materials, 2) newspaper reading, 3) use of Japanese reference materials, 4) translation technique. (JA 302 or equivalent) Ms. Takashi

JA 475 Advanced Reading in Japanese Studies Fall, Spring
Primarily for most advanced students in Japanese. Student is to read materials of a particular discipline and discuss it in Japanese with the instructor. 3 hrs./week (Permission only; may be repeated) Mr. Ogawa

LITERATURE COURSES

JA 216 Traditional Japanese Literature in Translation Fall
An introduction to the forms of Japanese literature from ancient times to the late Middle Ages, including poetry, narrative prose and drama. The tension and interplay between spontaneous expression and the impetus toward formalization will be discussed through readings of poems, folk tales, diaries, fiction and *Noh* plays. Works will be read and discussed in English. Ms. Cavanaugh

JA 220 Prose Fiction in the Twentieth Century (in English) Spring
Is twentieth-century Japanese fiction modern, post–modern, or part of an unbroken tradition of prose–writing in Japan? This course will address this question and others in a discussion of novels and short fiction from 1890 to the present. Ms. Cavanaugh

JA 226 Japanese Fiction: Image and Idiom (in English) (CW) Fall
An examination of some of the major works of modern Japanese fiction and their cinematic interpretation. Each short story or novel will be read and discussed, followed by a viewing and discussion of its film adaptation. How the Japanese interpret their literature, the problem of "translation" from medium to medium and differences in story–telling technique between fiction and film are some of the topics to be discussed. Works will be read in translation and films will have English subtitles. Ms. Cavanaugh

JA 325 Japanese Language and Culture Spring
Study of Japanese in Japanese culture. The course explores linguistic characteristics of Japanese and the way the language functions in interpersonal communication. (JA 103) Mr. Ogawa

JA 350 Women's Writing in Japan: Tenth to Twentieth Centuries (in English) Spring

Women writers flourished in Japan from the tenth to the thirteenth centuries and then were silent until the twentieth. This course will examine the writings of women in the Heian period and since the nineteenth century through discussion of creative expression, gender and society in Japan. Works will be read and discussed in English. Ms. Cavanaugh

JA 426 Critical Approaches to Japanese Literature Spring

The aim of this course is to equip students who have demonstrated interest in Japanese language and literature with the methodological tools necessary for research and interpretation of pre–modern and modern Japanese poetry, drama and prose. Native critical theories and aesthetic terms will be introduced as they apply to poetry and drama and, less importantly, fiction in the pre–Meiji periods. The implementation of Western critical theories in the interpretation of modern Japanese fiction will be an important focus. (JA 216, JA 220) Ms. Cavanaugh

PROGRAM IN LITERARY STUDIES

Director: Stephen Donadio

The Program in Literary Studies draws upon the combined resources of the individual language and literature departments, and provides undergraduates with access to the literature curriculum as a whole; as a consequence, it enables them to achieve a broad awareness of a variety of major western literatures of different periods (in addition to the literature of China and, beginning in 1994, Japan), while at the same time requiring them to demonstrate a mastery of a single body of literature (e.g., works limited to a particular language, period or genre).

Required for the major: The overall design of the program is simple. Each Literary Studies major is required to take a total of fifteen courses in literature during his or her four years at Middlebury College. No more than six of these courses may be taken within a single department, and no more than ten in either the Humanities or Foreign Languages Division, but in general the courses may be selected from the literature of any language and of any period; they can be wide–ranging surveys or courses devoted to the study of single authors. The specific selection of courses is entirely up to the student, but in order to fulfill the requirements for the major he or she will be obliged to take: (a) two courses from the list below – one generally historical, one generally theoretical in its orientation – as prerequisites for entry into the program, (b) one course at the 300–level in a foreign language (including Greek and Latin), and (c) a colloquium for majors to be taken during the fall semester of the senior year. In addition, the student should be aware that, in conjunction with an independent reading course for which he or she will be enrolled during the fall semester and winter term of the senior year, he or she will be scheduled to take a one–hour oral examination in the area of specialization (as described below) at the end of the fall semester, to be followed by a five–hour written comprehensive examination at the end of winter term.

The written examination will require the student to demonstrate a thorough knowledge of major works by the authors listed below. For reasons of practicality, the list of authors whose works are actually covered on the comprehensive examination in any given year is limited to twelve. These twelve authors will vary from year to year, but they will not be specified in advance.

The following current list will give the student a general sense of the range of works which it is presumed he or she will be prepared to discuss at some length:

Homer	Calderón	Lu-Xùn
Aeschylus	Lope de Vega	Gogol
Sophocles	Borges	Dostoevsky
Vergil	Molière	Tolstoy
Ovid	Baudelaire	Shakespeare
Lucretius	Proust	Milton
Dante	Goethe	Wordsworth
Boccaccio	Kafka	Joyce
Pirandello	Mann	Emerson
Cervantes	Wang Wei	Melville
Tirso de Molina	Cáo Xuequin	Faulkner
Murasaki Shikibu	Chikamatsu	Kakinomoto no Shitomaro

In addition to works by authors whose names appear on this primary list, in the course of the comprehensive examination each Literary Studies major will be expected to demonstrate an acquaintance with the Old and

New Testaments (especially Genesis, Psalms, Job, Song of Songs, Matthew, John, Revelation, and the Epistle to the Romans), as well as principal works of Plato, Aristotle, Rousseau, Darwin, Marx and Freud. A full list of the specific works by these authors included on the current primary and secondary lists is available from Mr. Donadio, director of the program.

Beyond the two courses required for entry into the Program (which may be counted toward the major), the 300–level foreign language course, the senior year colloquium and independent reading course, and the total of fifteen courses, the general, defining requirement for the Literary Studies major is the comprehensive examination, the overall content of which will be known to the student at the start of the undergraduate career. But in the process of completing this general literature requirement, the student will also be expected to complete a specialization in the literature of a particular culture (e.g., German, English, American, classical), or period (e.g., the eighteenth century), or genre (e.g., the novel). The specific authors and texts selected by the student for each such specialization will be approved by the Director in conjunction with the two examiners – where appropriate (e.g., for a specialization in French literature), with the consultation of the particular department involved. Thus, in the fall semester of the senior year, before completing the five–hour written comprehensive examination, the student will take a one–hour oral examination in the area of specialization; this examination will be administered by two faculty members, one from each division (Humanities and Foreign Languages).

After completing all the specified requirements, the student will be graduated from Middlebury College as a Literary Studies major with a specialization: for example, in classics, or lyric poetry, or the nineteenth century. Should he or she wish to pursue graduate study, depending on the nature of his or her interests and preparation, the student might choose to do so in such fields as English or American literature, comparative literature, or a specific foreign language; in addition, he or she would have a secure background for further studies in law, political philosophy, religion, and cultural and intellectual history.

Students will be eligible for Honors if their combined performance in literature courses and on the two parts of the comprehensive examination indicates that they have achieved an average grade of B+ or higher. Honors will be awarded on the basis of a senior essay of thirty to forty pages to be completed during the spring semester of the senior year (this project counts as one course); a one–hour oral examination on the content and implications of this essay is also required, and, as in the case of the oral examination in the area of specialization, this examination will be conducted by two faculty members, one from each division.

Here, then, is a summary outline of the structure of the program:

Major Requirements: Total of fifteen courses (no more than ten in either division, no more than six in any one department). NOTE: Enrollment in this program serves to fulfill the concentration requirement.

(1) As prerequisites for entry into the program, two of the following courses – one from each category – as currently offered.

HISTORICAL

CL	150	The Ancient Epic	Fall
CL	152	Greek Tragedy	Spring
[RE	110	Foundations of Western Religious Life and Thought]	
PS	101	Introduction to Political Science	Fall

THEORETICAL

[EL	112	Mythologies Timeless and Timely, Traditional and Contemporary]	
CS/LS	260	Introduction to Literary Theory and Criticism	Fall

(2) One course at the 300–level in a foreign language.

(3) At least four literature courses, but no more than six, to be taken within a single department. (Courses in language instruction may not be counted toward this requirement.)

(4) Area of specialization (by genre, period, or national literature). A one–hour oral examination, to be taken before the written comprehensive examination in the senior year, is devoted to this area of specialization. The texts required for this examination will be determined in advance by the student in conjunction with the Director and the examiners selected – where appropriate (e.g., in the case of a specialization in French literature, English literature, etc.) with the consultation of the particular department involved.

(5) Senior Colloquium for majors (open to non–majors if space is available).

(6) Senior Independent Reading Course in preparation for the Comprehensive Examination: fall semester and winter term. Students engaged in such preparation may choose to meet informally (or regularly) with one another, and may solicit informal faculty participation in discussions of individual texts. At the end of the fall semester, senior majors in the program will take the one–hour *oral* examination in the specialization they have selected. This examination represents the *first* part of the Comprehensive requirements.

(7) Comprehensive Examination (on works specified in Primary and Secondary Lists), to be taken at the end of the winter term of senior year. As indicated, this five–hour *written* examination represents the *second* part of the Comprehensive requirement.

(8) Students achieving an average grade of B+ or higher in the Program will be eligible for Honors. Honors will be awarded on the basis of a Senior Honors Essay of 30–40 pages, to be completed (for one course credit) during the spring semester of the senior year; a one–hour oral examination on the content of this essay – to be administered by two examiners, one from each division – will also be required.

The Literary Studies Program is administered by Stephen Donadio, who serves as chair of a Program Committee made up of representatives of each of the participating departments (one member per department). This Program Committee establishes the Primary List for the comprehensive examination; each of the participating departments has specified the names of three major authors of three different periods for inclusion on that list. In addition, the members of the Program Committee are responsible for approving the subsidiary lists of authors and texts selected by students for specializations (e.g., in the novel, the sixteenth century, etc.).

LS/CS 260 Introduction to Literary Theory and Criticism Fall
See Chinese listings for description.
Mr. Berninghausen

[LS/AL 300 The Historical Novel]

[LS/EL 308 Seventeenth– and Eighteenth–Century English and European Drama (II)]

LS/EL 310 Modern Drama (IV) Fall
See English listings for description.
Mr. Bertolini

[LS 320 Three Guilty Innocents]

LS/EL 340 Fate, The Unconscious Mind, and Choice Fall
Within the context of background reading in Sophocles' *Oedipus Rex*, Aeschylus' *Oresteia*, *Genesis*, *The Book of Job*, Darwinian thought as articulated by Richard Dawkins in *The Blind Watchmaker*, and Freud's *Civilization and Its Discontents*, we will examine in detail Shakespeare's *Macbeth*, Shakespeare's *Hamlet*, selected poems by Blake, Wordsworth, Hardy, and Yeats, and stories by Kafka and Joyce. The thematic purpose of the course is to explore the biological drives and unconscious forces that constitute human motivation in a deterministic way and limit the scope of the human will, and to ask whether, paradoxically, increasing our knowledge of these limits enlarges the range and potency of human freedom. Mr. Pack

LS 500 Independent Reading Course Fall
Intended for majors in Literary Studies preparing for the Senior Comprehensive Examinations. At the conclusion of this course, students will take a one–hour oral examination (part of the Senior Comprehensive Examination) in a specialization of their choice.
Mr. Donadio

LS 700 Special Research Winter
Intended for majors in Literary Studies preparing for the written section of the Senior Comprehensive Examinations. Mr. Donadio

LS 705 Senior Colloquium in Literary Studies Fall
Intensive reading in major texts in European and non–European literary traditions, with particular emphasis on their significance as imaginative and artistic achievements, and on associative patterns which link these writings to one another. The works to be considered this semester are Homer, *The Odyssey*; Dante, *The Inferno*; Cervantes, *Don Quixote*; Tolstoy, *War and Peace*; Dostoevsky, *Notes from Underground*; Proust, *Swann's Way*; Kafka, *The Trial*; Joyce, *Ulysses*. Open to non–majors with permission of the instructor. Mr. Donadio

LS 710 Senior Honors Essay Spring
Mr. Donadio

MATHEMATICS AND COMPUTER SCIENCE

Professors: John Emerson, Robert Martin, Michael Olinick, Bruce Peterson *Associate Professors:* Priscilla Bremser (Chair), David Dorman, Peter Schumer *Assistant Professors:* Matthew Dickerson (on leave Fall and Winter Terms), William Peterson (on leave) *Lecturer:* Janine Clookey

The Department of Mathematics and Computer Science offers courses in a variety of areas within the mathematical sciences and computer sciences. These areas include foundations, analysis, algebra, topology, geometry and graphics, applied mathematics, computer languages and systems, computer science theory, computer applications, probability and statistics, simulation and modeling. Accompanying the growth of applications in many fields has been the enrichment of our own programs by the addition and reorganization of courses offered to accommodate such applications.

Expanded course offerings in the computer sciences make study available to all students seeking an education in these areas. While the curriculum offerings serve the needs of computer science majors, various courses are also suited to majors from other areas who choose to concentrate in mathematics and computer science, and to students of the liberal arts who plan to take one or two courses in the computing area.

Our programs are designed to be carefully integrated into the liberal arts traditions of Middlebury College. They serve the needs of four groups of Middlebury College students:

1. Those who are interested in mathematics and computer science, but who will not major or concentrate in a field that requires these subjects.

2. Those who need mathemathics or computer science as an integral part of the chosen major or concentration.

3. Those who choose to major in mathematics, emphasizing a traditional study of mathematics and its modern applications, and

4. Those who choose to major in computer science, emphasizing a liberal arts approach to computer science and its applications.

CX 103, MA 105, MA 106, and MA 127 are courses designed for students with minimal secondary school background in mathematics. Students who have completed MA 113 are strongly encouraged to enroll in 200–level courses in mathematics and computer science instead of in these courses. CX 103 is designed for students outside the Natural Sciences Division. MA 105 and MA 106 provide introductions to discrete mathematics and statistics for students who lack the prerequisites needed for MA 200, MA 310, MA 311, or MA 315. MA 127 is an elementary course in computer simulation. In addition to this group of introductory courses, the Department offers two distinct ways to learn topics normally encountered in the high school curriculum that are prerequisite to the study of calculus. The more traditional method involves taking a regularly offered winter term pre–calculus course designed to prepare students for MA 112 in the Spring semester. In the second method, students take MA 111 in the Fall semester followed by a special section of MA 112 in the Spring semester. This two semester sequence is an "extended calculus" course in the sense that the more traditional pre–calculus topics are integrated with calculus topics and studied as they are needed.

The mathematics major includes a core sequence of analysis, algebra, and discrete mathematics and computer science. Each student will choose several electives, with the help of an advisor, in order to best fulfill the student's particular mathematical needs and goals. Mathematics majors are strongly encouraged to take the "transition to higher mathematics" course, offered each winter term, by the end of the sophomore year. Although not required for the major, this course contains material assumed as background in many upper division courses.

The computer science major includes a core sequence of introductory computer science and discrete mathematics, and a balance of upper–level electives in theory, systems, applications, and mathematics.

Required for the major in Mathematics: MA 113, 200, 201, 203, 302, and 401, CX 213, four MA electives at the 200 level or above, and MA 704 in the senior year.

Required for the major in Computer Science: The Computer Science major requires twelve courses invluding a senior thesis. The follow-

ing courses are required fall all majors: CX 121, CX 122, CX 214, CX 223, CX 421, CX 423, CX 704. In addition, students are required to take five electives. At least **two** must come from CX 341, CX 343, and CX 345. At least **two** must come from CX 204, CX 322, CX 326, CX 328, MA 318, and MA 324. The final elective may come from either of the previous groups or from MA 200, MA 302, and MA 403.

Honors Program: A student who wishes to be considered for Departmental Honors in mathematics or computer science must submit a proposed plan of study during his or her junior year. The program should meet the requirements listed above, but must also include an additional elective of an advanced nature. This elective is ordinarily at the 400 level, but certain 300 level courses may be accepted. Students should consult with the advisor as they develop a proposal for Honors study.

Advanced placement: Advanced placement is offered for first-year students whose secondary training indicates they can commonly bypass one or more of the beginning courses in mathematics or computer science. Majors typically begin their study of mathematics in MA 113 or MA 200, and their study of computer science in CX 121 or CX 122. Mathematics majors who need to begin the study of calculus with MA 112 may arrange with their advisor to use this course as one of the required electives.

Joint majors: Mathematics and computer science are frequently elected as joint or double majors with other disciplines. The mathematics component of a joint major requires the following courses:

MA 113, 200, 201, 203.
One course from MA 302 and 401
One MA elective at the 200 level or higher
One MA elective at the 300 level or higher
MA 704

The computer science component of a joint major requires:

CX 121, 122, 214, 223
One course from CX 421 and 423
One course from CX 341, 343, and 345
One course from CX 322, 326 and 328
CX 704

Students who wish to pursue either major and to enroll in teacher education as well should consult both the mathematics advisor and the Director of Teacher Education early in their college careers. Students who plan to pursue their studies abroad during the junior year should also plan their course of study in the major by the end of their first year.

Because of the wide variety of course offerings available at other institutions, students wishing to substitute a course from another school for any course in mathematics or computer science must seek approval from the department before registering for the course.

MATHEMATICS COURSES

MA 101 Principles and Practice of Mathematics Fall

Mathematics has become essential as the language of science, crucial for the informed citizen in a technological society, and a necessity for a widening spectrum of careers. This course provides an introduction to mathematics based on breadth, modernity and immediate applicability. The emphasis is on the concepts of Change and Chance. Topics will be selected from dynamical systems and difference equations, geometry and robotics, probability, linear algebra, discrete mathematics, and algebraic structures. This course also provides an alternative to calculus as the the starting point for a major or concentration in mathematics. Prerequisite: three or more years of secondary school mathematics. Mr. Olinick

[MA 105 Finite Mathematics: Probability, Matrices and Programming]

[MA 106 Introduction to Statistical Science]

MA 111 Extended Calculus Fall

A course for students with only two or three years of secondary school mathematics. This course integrates the material prerequisite to calculus with calculus itself. Algebra, graphs, and properties of continuous functions are studied as these topics relate to the calculus. Trigonometric functions, analytic geometry, logarithms and exponential functions will be integrated into the course as the need arises. MA 111 begins in the Fall and continues with a special section of MA 112 in the Spring.

Ms. Clookey

MA 112 Calculus I Fall, Spring

Introductory analytic geometry and calculus. The differential calculus of algebraic and trigonometric functions with applications to curve sketching, maximization problems

and related rates; the indefinite and definite integral, area under a curve, Fundamental Theorem of Calculus, volumes of solids of revolution. Designed for students with four years of secondary school mathematics, the course assumes no prior introduction to the topics listed. Staff

MA 113 Calculus II Fall, Spring
A continuation of MA 112, may be elected by freshmen who have had an introduction to analytic geometry and calculus in secondary school. Introduction to natural logarithm and exponential functions. The calculus of the elementary transcendental functions. Techniques of integration, infinite series and Taylor's theorem, Polar coordinates, improper integrals, ordinary differential equations. (MA 112 or permission) Staff

[MA 127 Understanding Changing Systems]

MA 150 Calculus: A Theoretical Approach Fall
This course provides a re–examination of the theoretical underpinnings of elementary calculus. It is designed for students who have acquired familiarity with the tools and techniques of calculus from a secondary school course, but who desire a genuinely deeper understanding of calculus. Topics covered will include limits, continuity, differentiation, integration, sequences and series. Students will examine and discover proofs of the major theorems of calculus. This course is open only to students who have not taken MA 112 and/or MA 113. Mr. Dorman

MA 200 Linear Algebra Fall, Spring
Matrices and systems of linear equations. The vector space R3 and other real vector spaces. Independence and dimensions. Scalar products and orthogonality. Linear transformations and matrix representations. Eigenvalues and similarity. Determinants. The inverse of a matrix and Cramer's Rule. (MA 112 or permission) Staff

MA 201 Multivariable Calculus Fall, Spring
The calculus of functions of more than one variable. Introductory vector analysis, analytic geometry of three dimensions, partial differentiation, multiple integration, line integrals, elementary vector field theory, and applications. (MA 113 and MA 200 or permission; MA 200 may be taken simultaneously) Staff

MA 203 Topics in Linear Algebra and Differential Equations Spring
A continuation of MA 200; diagonalization of matrices, quadratic forms, inner product spaces, canonical forms. The Spectral Theorem, Positive Matrices, the Cayley–Hamilton Theorem. Ordinary differential equations of arbitrary order, systems of first order differential equations, power series and eigenvalue methods of solution. Applications. Mr. B. Peterson

[MA 205 Discrete Mathematics]

[MA 220 Graph Theory and Combinatorics]

[MA 227 Set Theory]

[MA 228 Mathematical Logic]

MA 240 History of Mathematics Fall
This course will consider the history of mathematics from three perspectives. The first part will focus on the people who do mathematics. In examining biographies of mathematicians we will consider who does mathematics and why, and the social structures that support mathematics. The second part will explore how different cultures give rise to different kinds of mathematics. Is Chinese mathematics different from European mathematics? What is the relationship between African mathematics and that of Islamic cultures? In the third part of the course we will consider the evolution of particular fields of mathematics such as geometry, logic, and number theory. (MA 113, permission) Mr. Schumer

MA 302 Abstract Algebra Fall
Groups, subgroups, Lagrange's theorem, homomorphisms, normal subgroups and quotient groups. Rings and ideals, integral domains and fields. The field of quotients of a domain. The ring of polynomials over a domain. Euclidean domains, principle ideal domains, unique factorization, factorization in a polynomial ring. (MA 200, or permission) Mr. Dorman

MA 310 Probability Fall
An introduction to the concepts of probability and their applications, covering both dis-

crete and continuous random variables. Probability spaces, elementary combinatorial analysis, densities and distributions, conditional probabilities, independence, expectation, variance, Weak Law of Large Numbers and Central Limit Theorem. Numerous applications. (MA 200) Mr. Emerson

MA 311 Statistics Spring
An introduction to the mathematical methods of statistical inference. Topics will include: loss function, risk function, parametric and nonparametric problems, estimation, efficiency and the Neyman–Pearsons Lemma. Classical tests within the normal theory such as F–test, t–test, and chi–square test will also be considered. Students preparing to take statistics should note that a linear algebra background (MA 200) is helpful in using linear statistical models. There will be some emphasis on applications to problems of other disciplines. (MA 310) Mr. Emerson

[MA 315 Mathematical Models in the Social, Life and Management Sciences]

[MA 318 Operations Research]

MA 321 Elementary Number Theory Spring
Divisibility and primeness. Number congruences, the theorems of Lagrange, Fermat and Euler, residue theory, quadratic reciprocity. Diophantine equations. The distribution of primes, density and the Prime Number Theorem. (MA 113) Mr. Dorman

[MA 324 Numerical Analysis]

MA 401 Advanced Calculus Fall
An axiomatic treatment of the topology of the real line, real analysis and calculus. Topics include neighborhoods, compactness, limits, continuity, differentiation, Riemann integration and uniform convergence. (MA 201 and MA 203) Staff

[MA 403 Abstract Algebra II]

MA 411 Elementary Topology Spring
An introduction to the concepts of topology. Theory of sets, general topological spaces, topology of the real line, continuous functions and homeomorphisms, compactness, connectedness, metric spaces, selected topics from the topology of Euclidean spaces including the Jordan Curve Theorem. Students are responsible for discovering and presenting proofs or counterexamples for all proposed theorems. (MA 201 or permission) Mr. Olinick

[MA 431 Complex Analysis]

[MA 432 Hyperbolic Geometry]

MA 500 Advanced Study Fall, Spring
Individual study for qualified students in more advanced topics in algebra, number theory, real or complex analysis, topology. Particularly adapted for those who enter with advanced standing. (Permission) Staff

MA 704 Senior Seminar Fall, Spring
Each student is required to complete and present a major paper on a topic chosen with the advice of a faculty member. In addition, during the academic year, each student is expected to attend a series of lectures designed to introduce and integrate ideas of mathematics not covered in the previous three years.
Mr. Olinick (Fall)
Ms. Bremser (Spring)

COMPUTER SCIENCE COURSES

CX 103 Introduction to Computers Fall
An introduction to computers for those interested in acquiring elementary computer literacy. The course will cover topics such as function and organization of a computer, social issues in computing, and basic programming concepts. We will also look at some comtemporary uses of computers in society.
Open to sophomores and first–year students. Juniors and seniors may take the course by permission only. Mr. Martin

CX 104 Computing and the Sciences Spring
An introduction to the foundations of computing for students majoring in natural and applied sciences. We will cover algorithms and programming, basic problem solving techniques, and also some discrete mathematics including combinatorics, binary arithmetic, and logic. Labs and examples will be drawn from applications in the sciences such as: computation in the laboratory, expert systems, simulation and modeling, and scientific visualization. Mr. Dickerson

CX 121 Fundamentals of Computing I Fall, Spring

A breadth–based approach to the fundamental concepts and techniques of computer science, balancing mathematical foundations, topics in computer science, and structured programming in Pascal or Modula–2. The learning of mathematical concepts and techniques such as proof methods, logic and set theory, elementary number theory, and matrices will be motivated and reinforced by direct application in the context of topics in computer science, as well as in the practice of structured programming in the lab. Strong emphasis will be placed on algorithmic problem solving.

Ms. Mammen

[CX 122 Fundamentals of Computing II]

[CX 204 Computing Ethics]

CX 214 Computer Science II Spring

A second course in computer science stressing ideas and structures helpful in designing algorithms for solving large, complex problems. An introduction to modularity and the abstract data type. Time will be spent studying various data structures, such as stacks, queues, lists and trees, along with various implementations and applications of them. (CX 213) Ms. Mammen

CX 223 Computer Systems and Assembly Language Programming Spring

A detailed study of the hardware and software which make up a computer system. The design and philosophy of several currently available minicomputers will be stressed. Programming in assembly language of one of these computers will be taught and used throughout the course. (CX 214) Mr. Martin

[CX 322 Geometry and Computer Graphics]

CX 326 Artificial Intelligence Fall

Introduction to the theory and techniques that enable computers to behave intelligently. Topics include search strategies, constraint propagation, inductive and deductive reasoning, knowledge representation, expert systems, and natural language processing. The course will teach programming in LISP. (Prerequisite: CX121 or CX213 or permission)

Ms. Mammen

CX 328 Cryptology Spring

Topics will be chosen from: the role of Cryptology in electronic data processing, block and stream ciphers, the Data Encryption Standard, communication and file security, public key cryptology, host system cryptographic operations, authentication techniques, digital signatures, measures of secrecy for cryptographic systems, information theory, advanced topics in mathematical cryptology. (Prerequiste: CX 213) Mr. Martin

CX 341 Operating Systems Spring

The computer software and firmware that comprise the interface between user and hardware. Topics include process, storage and memory management, scheduling, I/O and security. (CX 214) Mr. Dickerson

[CX 343 Principles of Compiler Design]

[CX 345 Programming Languages]

CX 421 Theory of Computation Fall

An introduction to varied topics in theoretical computer science, including finite state automata, formal languages, Turing machines, and NP completeness. (MA 214)

Mr. Martin

[CX 423 Algorithms and Complexity]

CX 500 Advanced Study Fall, Spring

Individual study for qualified students in more advanced topics in computer science theory, systems, or application areas. Particularly suited for students who enter with advance standing. (Permission.) Staff

CX 704 Senior Seminar Fall, Spring

Same format as MA 704, and meets with MA 704, but student's paper will be in some area of computer science. Staff

(Students interested in CX 704 should refer to MA 704.)

MUSIC

Professor: George Todd *Assistant Professor*: Greg Vitercik (chair) *Visiting Instructors:* Jayendran Pillay, Su Lian Tan *Organist and Choir Director, Fletcher Professor of the Arts*: Emory Fanning

Required for the major: The Music Department offers courses in theory, history/literature, composition and performance. Majors are required to take MU 209–210, MU 301–302, MU 220–221, MU 230 or 306 or 307, MU 390, three 200–level or above elective courses in consultation with the advisor plus one or two units of senior work. In addition to the curricular requirements, majors are expected to participate for three semesters in departmental ensembles: Choir, Orchestra, or other approved chamber ensembles.

Honors: Music majors will propose a Senior Project during the winter term of their junior year. This will be reviewed and approved by the department during the following spring term. The projects may be one– or two–term projects. A grade of B+ or better on the completed project will be granted Honors as follows: B+ in senior work and at least B+ in overall departmental average, which includes Senior Project grade(s), will be graded Honors. A– in senior work and at least A– overall average, High Honors. A in senior work, A in overall average, Highest Honors.

MU 101 Introduction to Western Music Fall

This course is designed to introduce students to the richness of the music created by the men and women of Western civilization. The styles and genres of art music from the Middle Ages to the present will be a focus for the course; however, other important music traditions, such as folk, popular rock, rock and jazz, will be discussed as well. The relationship of music to society, historical events and the other arts will be examined, as well as a comparison of Western music to various non–Western traditions. Music reading skills are not required. Staff

MU 105 Introduction to World Music Fall

This course surveys a few world music traditons: New England, India, Japan, Latin America, Native America, the Caribbean, Indonesia, and Africa. By using case studies from each of these areas, we will hope to glimpse at the breadth of musical expression offered by these traditions, how that relates to their contextual settings, and what that may mean when considering issues such as identity, race, gender, ethnicity, political ideology, the media, perspectives (insider and outsider), westernization, and cultural ways of perceiving and expressing meaning of the world. Theories from ethnomusicology will also be examined. This is a reading, listening, and viewing course. Songs, dances, and musical exercises drawn from the above cultural areas will be taught to deepen one's understanding at a practical level. No prerequisites.

Mr. Pillay

MU 109 Music Theory and Musicianship Spring

A hands–on approach to music theory in which theoretical concepts are immediately applied to one's performance medium (either vocal or intstrumental). The course will begin with the basic rudiments of music and progress through introductory tonal harmony and the notational systems used in popular and jazz music. No prior music theory required. Students who wish to take upper level theory or composition courses must either complete this course or pass a theory and musicianship test administered by the department. Staff

[MU 110 History of Jazz]

MU 201 Jazz Theory and Improvisation Spring

The goal of this course is to increase one's ability to improvise in the jazz idiom through the study of theoretical concepts which will immediately be applied to one's performance medium (either vocal or instrumental). Students may enter the course with no previous improvisation experience, but must have basic proficiency in an instrument or voice (i.e., knowledge of all major and minor scales). (MU 109 or equivalent or permission). Mr. Haas

MU 205 Performance Lab Fall, Spring

Credit may be conferred for performance in faculty–supervised ensembles, one unit of such credit to accrue over three terms. Grades, based on attendance and quality of performance, will be given by the appropriate supervising faculty. A student should register for MU 205 at the beginning of the third term. No more than one credit may be earned in any one

semester. Credit may be earned only for work during the Spring and Fall terms. Staff

MU 209 Music I Fall

Music I focuses on the materials and grammar of music through compositional exercises. Students will write short pieces for various instruments and ensembles, notate their pieces, rehearse and perform them, thereby learning about music through discovery and observation. The assignments are designed for students with or without compositional experience. (Ability to play an instrument or sing, required of majors. Must take and pass a placement exam.) Ms Tan

MU 210 Music II Spring

Continuation of MU 209. Ms. Tan

MU 220 Survey of Music History Fall

A chronological survey of the history of western music, from the earliest written music through the middle of the eighteenth century. This includes the music of ancient Greece, Gregorian chant, troubadour song, and music of the Middle Ages, the Renaissance and the Baroque. Among the composers discussed are Josquin Desprez, Palestrina, Monteverdi, Vivaldi, Bach, and Handel. Analysis of the music will be supplemented by consideration of the ways in which music relates to the other arts and reflects the history and culture of its time. (Students should have had some prior musical experience, such a MU 101 or MU 209, or have the ability to read music.)

Mr. Vitercik

MU 221 Survey of Music History Spring

This course is the second semester of a two–semester survey of western art music, from the preclassic age of J. S. Bach's sons to the present. The approach of the course is historical, analytical, and cultural; we will try both to understand the music as music and to see how it reflects its age and the concerns of the composer and the audience. (Students should have had some prior musical experience, such as MU 101 or MU 209, or have the ability to read music. MU 220 is not a prerequisite.)

Mr. Vitercik

MU 230 Introductory Performance Seminar Fall

A seminar for those interested in improving their performance skills in the classical and/or jazz idioms. Basic proficiency on either instrument or voice is expected. Students will perform regularly as soloists and in small ensembles, and will participate in discussion of topics related to performance. Note: This course is only offered during fall semester.

Staff

[MU 231 Introductory Performance Seminar]

[MU 240 Music and Ritual]

MU 250 Introduction to Electronic Music Fall

The primary focus of this introductory course is the interplay of technology and music. In weekly studio, homework, and listening assignments, students will be asked to analyze and manipulate sound on the Synclavier Music System, applying their acoustical discoveries to understanding musical works and to the composition of original electronic music. No computer or musical experience is assumed. MU 250 is prerequisite to MU 350, Electroacoustic Music Composition.

Mr. Todd

MU 280 Conducting Fall

This course wil cover the elements of conducting from simple spatial gestures related to the music through more complex patterns of movement. Orchestral and choral scores and techniques will be studied. (Ability to read music required, keyboard skills recommended) Mr. Fanning

MU 301 Theory and Composition I Fall

This course will explore the elements of tonal music through a historical survey of styles and techniques from Gregorian chant to the music of Haydn and Mozart. Compositions will be modeled on detailed analyses of pieces by a wide range of composers. (MU 209 or 210 or permisson) Mr. Vitercik

MU 302 Theory and Composition II Spring

This course will entail indepth analysis of late 19th C and 20th C works. The composers studied will range from Beethoven to Schoenberg to Dallapiccola. Compositons will be modeled on detailed analyses of pieces by various composers. (MU 301 or permisson))

Mr. Fanning, Ms. Tan

MU 306 Performance Class Fall
This course is run as a weekly seminar in which all students perform as soloists and in ensembles and participate in discussions of topics and readings related to performing. Students will attend live events on campus.
Mr. Fanning

MU 307 Performance Class Spring
Continuation of MU 306. Mr. Fanning

Only two of the following four courses, 309, 310, 319 and 320, will be offered in any academic year.

MU 309 Advanced Composition I: Rock Opera Fall
This will be a semester course culminating in a fully staged rock opera. Students will be involved in all aspects of the production including writing, performing, directing and stage managing. Classes will cover such subjects as chord analysis, arrangement, writing of text, putting text to music and performance. The course will accommodate diverse instrumentation (voices, acoustic and electric instruments) Prerequisites: 209 & 210 or permission of instructors. Ms. Tan, Mr. Fanning

[MU 310 Advanced Composition II]

[MU 319 Instrumental Composition: String Quartets]

[MU 320 Instrumental Composition: Brass Quintet]

[MU 324 Music of the Romantic Era]

[MU 325 Twentieth–Century Music]

MU 331 History of Opera—The Mozart–Da Ponte Operas Fall
We will examine the three landmark operas Mozart wrote to librettos by Lorenzo DaPonte: Le Nozze di Figaro, Don Giovanni, and Cosi fan tutte. We will explore these works as operas and as expressions of the musical and social contexts in which they were created, but we will also examine their afterlife as philosophical and social commentaries that continue to resonate in our own time. Using recordings and films of staged productions, we will consider how staging can transform our perception of a work, and the opportunities (and problems) that such a transformation creates. (No prerequisites, but the ability to read music is assumed) Mr. Vitercik

MU 350 Electroacoustic Music Composition Spring
This course will build on the materials studied in MU 250, which is a prerequisite. Students will compose electronic and/or mixed media pieces using the College's Synclavier Digital Music System. A public concert of students' work will be presented at the end of the semester. Mr. Todd

[MU 370 Mixed Media]

MU 390 Junior Seminar in Music Spring
The junior seminar provides the opportunity to explore a variety of topics in music in preparation for senior work. Such topics include research tools and methodologies, the disciplines of musicology and ethnomusicology, the nature of performance and critical writing. Mr. Pillay, Staff

MU 500 Independent Study Fall, Spring
(Permission)

MU 704 Senior Work Fall, Winter, Spring
Senior work is required of all music majors. Projects may be in history, composition, theory, or performance and culminate in either a written presentation or a public performance. Majors are to make a preliminary proposal for their senior project in the winter term of their junior year.

APPLIED MUSIC

Undergraduates interested in performance for academic credit see description for MU 205, 230, 231, 306 and 307.

While private study is not required for participation in ensembles, it is strongly encouraged.

Students who wish private instruction in classical or jazz piano (beginning or advanced), organ, cello, violin, viola, French horn, clarinet, flute, guitar (classical, acoustic, electric), oboe, bass saxophone, recorder, trumpet or voice should enroll with the department before registration. Inasmuch as spaces are limited, auditions may be required. Contracts must be signed after the first lesson and are binding. The fee of $195 is to be paid to the Cashier's Office upon receipt of a bill at the

beginning of each term. No rebate is allowed for lessons missed except in the case of injury or continued illness. There are ten 45–minute applied music lessons per semester.

For those students accepted for private instruction, the applied fee is waived if they are enrolled in MU 230, 231, 306, 307, 500 or 700 courses.

Private instruction: *Piano:* Ms. Christensen, Ms. Fanning, Ms. Paden, Ms. Roemischer; *Jazz Piano and Jazz Improvisation:* Mr. Haas; *Organ:* Mr. Fanning; *Cello:* Ms. Davydov; *Violin and Viola:* Mr. Gusakov; *Flute:* Ms. Janson; *Voice:* Ms. Christensen; *Classical Guitar:* Mr. Geoghegan; *Bass*: Mr. Schenawolf; *Oboe*: Mr. Bennett; *Acoustic and Electric Guitar*: Mr. Howes; *French Horn*: Mr. Parshley; *Clarinet*: Mr. McBride; *Saxophone:* Mr. Haas

The department will assist the student in securing instrumental instruction not provided by the regular staff.

Recitals: Regularly scheduled recitals and lectures are open to the public.

FACILITIES

In addition to a 400-seat concert hall, the Center For the Arts provides classroom spaces, rehearsal hall, practice rooms, and computer–music facilities. The Music Library also located in the Center holds the Flanders Ballad Collection and the Vermont Archive of Traditional Music.

Music Library. The Christian A. Johnson Music Library contains over 30,000 records, scores, books and a collection of chamber music. Listening facilities for records and tapes in the library are available to anyone from the College community. Mr. McBride, Librarian

Electronic Music Studio. A well–equipped studio that includes a Synclavier with Sample–To–Disk. Mr. Todd, Director.

Practice Facilities. Practice rooms with pianos are available for individual and group rehearsal. Application should be made to the secretary of the Music Department.

ENSEMBLES

College Choir. The College Choir sings at chapel services and special concerts on and off campus. Audition required, open to all students without prerequisite. Mr. Fanning.

Middlebury Chamber Orchestra. Weekly rehearsals leading to the performance of music from all periods. Instrumentalists may arrange for an audition through the music department.

Other Chamber Ensembles – string quartets, woodwind and brass – can be formed and coached for interested students. Independent projects (MU 500) can be arranged for these groups.

PHILOSOPHY

Professors: Lynne Baker, Stanley Bates, Hiroshi Miyaji, Victor Nuovo *Associate Professor:* Richard Arthur *Assistant Professor:* Don Adams (on leave) *Visiting Instructor*: Rebecca Kukla

Non–majors: Most Philosophy Department courses are open to students who are not majors. Those who have done little or no previous work in philosophy are recommended to take one of the Introductory Courses listed below, all of which – whether they are at 100– or 200–level – are open to students of all classes. Other courses at the 200–level are introductions to special topics in philosophy or to specific areas in the history of philosophy, and First–year students wishing to take them should consult the instructor. Although 200–level courses do not generally have prerequisites, students who have done work in pertinent related areas of the sciences, education, religion or the arts will benefit from their studies in those areas. Courses at the 300–level are open to non–majors, but they presuppose a higher level of sophistication than the 200–level courses. They may have prerequisites or require prior work in philosophy, and are not normally open to First–year students.

Required for the major: Majors shall elect ten courses in the department, inclusive of the seminar requirement. PA 180 is required, and it is recommended that this be taken early in the program. Majors must elect one course in each of the following three areas: ethics; philosophy of science, theory of knowledge, or metaphysics; history of philosophy. Cognate courses may be substituted for no more than two departmental courses; such substitutions require the prior approval of a major's departmental advisor, and must be at the 200–level or above.

Seminar requirement: Majors must take two department Seminars (400 level courses on advanced topics in philosophy). Junior majors must take the seminar currently offered in the Spring term, seniors must take the seminar currently offered in the Fall term. Students who are abroad during the Spring of junior year must take both seminars in their senior

year. This requirement will not be waived for students doing departmental honors.

Departmental Honors: To become a candidate for departmental honors in philosophy, a student must be a major in philosophy with at least a B+ average in philosophy department courses, and, prior to registration for honors work, must submit to the department a research proposal. Students may register for honors only after the department has approved their proposals. With departmental approval, students may register as honors candidates for two successive terms of PA 500 (normally during the Winter and Spring of their senior year). In order to receive departmental honors, students must complete a two–term project resulting in a thesis or a set of thematically related papers, and receive for their work a minimum grade of B+, and must maintain a B+ average for their other departmental courses.

International Major: Three to four courses, normally including PA 150, PA 180, and two of the following: PA 201, PA 220, PA 221, PA 250, PA 255; three or four philosophy course credits at a Middlebury School Abroad or an approved equivalent; the department seminar requirement; an advanced course in the appropriate language department. Minimum of ten courses in all.

INTRODUCTORY COURSES

PA 150 Introduction to the Philosophical Tradition Fall, Spring

Philosophy has traditionally been conceived as the discipline which attempts to achieve the most comprehensive understanding of reality, and of the role of human existence. This course will introduce students to fundamental philosophical issues concerning the nature of reality (metaphysics), the possibility of knowledge (epistomology), and the nature of value (ethical theory) through a reading of a number of important primary texts of thinkers such as: Plato, Descartes, Hume, Kant, Kierkegaard, Mill, Nietzsche, and Freud. PA150B is an intensive writing section. Staff

PA 180 Introduction to Modern Logic Fall, Spring

The aim of this course is to provide a sound understanding of the principles of deductive reasoning through the study of modern symbolic logic. Students will learn how to symbolize natural arguments occurring in books, cartoons, newspapers and other media, and to evaluate their validity using techniques of propositional and predicate logic. Although mathematical in appearance, symbolic logic is more like an artificial language to learn, and even students with little confidence in math can master it. No prior knowledge of logic, formal mathematics or computer science is presupposed in this course. Mr. Arthur, Ms. Kukla

[PA 201 Ancient Greek Philosophy]

PA 205 Human Nature and Ethics Spring

An investigation of some of the most important theories in Western intellectual history concerned with appropriate ways for human beings to lead "the good life." Proceeding in historical sequence, the course will discuss Plato, Aristotle, Hobbes, Hume, Kant and Camus. An attempt will be made to relate the moral theories considered to the general intellectual assumptions of the ages in which they were produced and to the stated or unstated conceptions of human nature contained in the theories. Mr. Bates

[PA 212 Introduction to the History of Modern Science]

[PA 216 Introduction to the Philosophy of Science]

HISTORY OF PHILOSOPHY

[PA 220 History of Materialism]

[PA 222 American Philosophy]

[PA 223 Introduction to Contemporary Philosophy]

[PA 224 Topics in Medieval Philosophy]

[PA 250 Early Modern Philosophy (CW)]

PA 253 Confucianism and the Confucian Tradition in East Asia Fall

This course will inquire into the origin and development of Confucianism and Neo–Confucianism in China, and its impact upon

and adaptation by Japanese (especially during the Tokugawa period) and Korean (especially Yi T'oege and the Neo–Confucian orthodoxy of the Yi dynasty) thought. The course involves extensive readings and discussion of selected texts in translation. (There is no prerequisite, but RE 115 is recommended.) Mr. Miyaji

PA 255 Kierkegaard, Marx and Nietzsche Fall

This course will investigate the works of three of the central philosophical and cultural critics of the nineteenth century. All of these thinkers revolted against the apotheosis of Reason that had occurred in the Enlightenment and that reached its culmination in the works of Hegel. We shall read: Kierkegaard's *Either/Or, Philosophical Fragments* and *Concluding Unscientific Postscript*, Marx's early essays criticizing Hegel, the *Economic and Philosophic Manuscripts of 1844*, and other selections concentrating on Marx's philosophical views, not his economic analysis; and Nietzsche's *The Birth of Tragedy, The Use and Abuse of History, Thus Spoke Zarathustra* (selections), and *The Genealogy of Morals.* Mr. Bates

[PA 302 Philosophy of Plato]

[PA 303 Philosophy of Aristotle]

SPECIAL TOPICS

[PA 206 Contemporary Moral Issues]

[PA 207 Ethics and the Environment]

PA 209 Philosophy of Law Fall

In this course, we shall consider a number of questions concerning law and its institution in human society. What is the origin and authority of law? What is legal obligation? What is the connection between law and coercion, between law and morality, and law and rights? Are laws merely conventions or is there a law of nature? What is the role of law in judicial decisions and the effect of these on the law? We shall also consider and evaluate various theories of law: natural law theories, utilitarian theories, analytical philosophy of law, critical legal studies, feminist theories. Mr. Nuovo

[PA 210 Contemporary Ethical Theory]

PA 231 Philosophy of History Spring

History as a critical discipline in the social sciences employs its own terms, concepts, and methods. The course, a branch of philosophical studies, will examine major theories of history proposed by philosophers and historians, especially since the early eighteenth century. Issues to be discussed in the course include interpretations of the historical process, the nature of historical knowledge and historical explanation. For comparative purposes, the study of non–Western philosophy of history, especially Chinese and Japanese, will be considered. Mr. Miyaji

[PA 232 Philosophy of Religion]

[PA 233 Aesthetics]

[PA 234 Philosophy and Feminism]

[PA 256 Topics in Japanese Philosophy]

PA 280 Intermediate Logic Spring

The course will focus on the formal properties of logical systems (and not their application to the analysis of natural reasoning). Topics to be discussed include completeness and consistency, logical paradoxes and self–reference, recursion theory, Tarski's theory of truth and Godel's incompleteness theorem. Our main text will be Douglas Hofstader's *Godel, Escher, Bach: An Eternal Golden Braid.* The aim throughout will be to connect the formal issues with broader philosophical questions, particularly concerning the nature of mind and the possibility of artificial intelligence. (Prerequisites: PA 180 or equivalent.) Mr. Arthur

[PA 310 Comparative Philosophy]

[PA/TH 331 Aesthetics: Philosophy and Film]

PA 351 Theory of Knowledge (CW) Spring

The theory of knowledge (or epistemology) is concerned with general problems about the nature, possibility, scope and basis of human knowledge. Epistemologists ask such questions as these: What is knowledge and what are its essential components? What are the limits of human knowledge? Is there such a thing as moral knowledge? Does all human knowledge originate in perception, or does some of it originate independently of our sen-

sory experience? Is mathematical and philosophical knowledge continuous with our knowledge of the natural world, or must such knowledge be explained in some quite different way? Classical and contemporary philosophical discussions of these issues will be considered. Mr. Nuovo

PA 352 Philosophy of Mind Fall

To what extent can recent successes and failures in the field of "Artificial Intelligence" research help us to understand the human mind? Could computers ever think, and is thinking all there is to having a mind? Through an examination of the projects and principals of AI and cognitive science, we will explore several philosophical conceptions of the nature of the mind. Questions to be discussed include the following: What makes a symbol *represent* or *mean* something? What is the role of consciousness in thought? Could we think without language? Can the mind be understood as a "formal system?" Ms. Kukla

[PA 354 Philosophy of Language]

PA 355 Issues in the Philosophy of Time Spring

An investigation of some deep–rooted problems concerning time, some of them perennial – "Can there be time in the absence of change?," "Is becoming real or just a perceptual illusion?," "Is time continuous or discreet?" – some of them of more recent origin – "Is time travel possible?," "What is responsible for the arrow of time?" These issues will be examined both in historical context and in relation to modern science and philosophy. Students should be prepared to engage in serious study in the history of physics and philosophy in an effort to illuminate these vexing and exciting issues. (Some background in philosophy or natural science. PA 180 is recommended.) Mr. Arthur

SEMINARS

The following seminars are offered by the department for junior and senior majors, and are open to other qualified students by permission. Juniors are required to take the spring seminar, and seniors the fall seminar. (See Seminar Requirement for majors.)

PA/WS 400 Women and Gender: Interdisciplinary Perspectives Spring

See Women's Studies listings for description. Some background in Women's Studies required. Ms. Kukla

[PA 405 Hobbes and Leibniz]

PA 406 Descartes, Locke and Leibniz Fall

Although Descartes and Leibniz are customarily considered as founders of modern rationalism and Locke a principal founder of its opposite, empiricism, this characterization is misleading, for Locke was a careful student of Descartes' works, and Leibniz wrote a book about Locke's *Essay Concerning Human Understanding*; and rationalism and empiricism are parts of the philosophical projects of all three. The purpose of this course is to study the three in sequence noting the dependence as well as the oppositions between them. Mr. Nuovo

[PA 407 Kant's Moral Philosophy]

[PA 408 Enlightenment Philosophy]

PA 409 The Philosophy of Arthur Schopenhauer Spring

The course studies the basic tenet of Arthur Schopenhauer's (1788–1860) philosophy: Will. To him, the underlying reality of phenomena is, unlike Kant, knowable as what we are, i.e., Will. The world is the expression of the Will that is essentially a primordial, ungrounded force, and blind. This led him to the view of blindness, purposelessness, and the meaninglessness of our existence: pessimism. His pessimism is a serious and rational conclusion drawn from our daily experience, that is, the realization of transitoriness and of the inevitability of death. His search for the appropriate understanding and conduct of life led him to Indian philosophy, particularly Brahmanism and Buddhism. Mr. Miyaji

[PA 410 Wittgenstein]

[PA 415 Contemporary Moral Theory]

[PA 416 Contemporary Aesthetics]

PA 500 Research in Philosophy Fall, Spring

(Open only to majors.) Staff

PHYSICAL EDUCATION AND ATHLETICS

Physical Education is a *degree requirement*. The Physical Education Program concentrates on life–time sports, so that all students leave Middlebury College with exposure to sports or recreational activities in which they have developed a degree of skill and interest, which will be an asset to them in later years. *Before graduation,* students must complete two different courses. Each course carries one unit of physical education credit (*Exception: Beginning Swimming for non–swimmers, if completed during the student's first year.) Students who wish to elect courses (i.e., the student does not need the course for physical education credit) may register with the department for the appropriate season to be scheduled for classes on a space–available basis. The courses and activities are as follows:

Certification courses, textbook and related fees applicable: Lifeguard Training, C.P.R., First Aid, Water Safety Instructor's course.

Special lessons and fees: Alpine Skiing, Karate, Riding, Scuba, Ski Touring.

Personal equipment sports: Beginning Ice Skating, Cycling, Figure Skating.

Department provides equipment except for tennis rackets: Archery, Badminton, Fencing, Golf, Squash, Tennis, Volleyball.

Conditioning–type courses: Beginning Weight Training, General Conditioning, Circuit Training, Swimming for Conditioning.

Dance courses as available: Basic Ballet, Basic Jazz Dance, Basic Modern Dance, TH 160, 161, 162, 260, 261, 276, 360, 361, 380, 381.

Special departmental course offerings, as available: When offered, information on these courses will be available during the registration period for the season concerned.

Beginning Swimming for Non–Swimmers NOTE: It is strongly recommended that students who cannot swim take this course in their first year. Students identified as non–swimmers may earn two credits if they take Beginning Swimming and are able to swim one length of the pool and tread water for five minutes. This must be completed by the end of the first year if the student is to receive the two–credit incentive. The Physical Education Department will provide individual lessons, if necessary, and will allow the student to repeat the course throughout his or her first year.

The department schedules two seasons of instructional courses in each of the two college terms and one season in the winter term. Registration is on a first come–first served basis and is open to students who wish to elect courses on a space available basis. Students who are unaware of their current physical education record should check their record with the physical education secretary in the Field House to ensure completion of their program prior to graduation and in accordance with the printed catalog specifics indicated above. Applications for transfer credit must be made in advance, following College procedure for academic credit transfer. The Dean of Students' office processes *credits from transcripts* for students tranferring to Middlebury.

All requests for medical waivers must come from the student's home physician. Injuries and illnesses suffered on campus will be considered as exceptions to the previous statement and will be handled by the College Health Center.

Season Dates

September 20–October 28, 1993
November 1–December 10, 1993
January 3–January 28, 1994
February 7–March 11, 1994
March 28–April 29, 1994

PHYSICS

Professors: Robert Gould, Robert Prigo, P. Frank Winkler, Richard Wolfson *Associate Professors*: Jeffrey Dunham (chair), Stephen Ratcliff *Assistant Professor*: Mark Roberson

Physics is the fundamental science; it leads to our most basic understanding of the natural world and of human technological achievements. The physics program at Middlebury is designed to integrate physics into the liberal arts curriculum as well as to provide challenging courses and research opportunities for students majoring in physics.

Course offerings reflect the needs of three categories of students: (1) those majoring in physics; (2) those majoring in another science who need a basic introduction to physics and the analytical skills it provides; and (3) those majoring in areas outside the sciences, who seek to explore the concepts of physics with a minimum of mathematics.

Courses designed especially for non–science students are PH 155 (Introduction to the Universe), PH 101 (Physical Reality and

Human Thought), and several first–year seminars.

Students majoring in the sciences, and others who desire a more analytical approach to physics, usually take the two–semester introductory physics sequence PH 109–110. In addition, they may elect more advanced courses at the 200 level. Students in premedical and other programs requiring two semesters of physics should take PH 109–110; other 100–level physics courses are not acceptable.

For those majoring in physics, we offer a broad range of courses that emphasize a variety of topics in physics while building both theoretical understanding and experimental skills. Middlebury physics majors apply their education in a wide variety of careers. Some pursue graduate work in physics and related fields. Others find their physics degrees valuable in engineering, medicine, business, law, teaching, government service, and other pursuits. The physics program is designed to encourage both those intending advanced study in physics and those for whom formal work in physics will end with the Middlebury degree.

Required for the major in Physics: The major program consists of six required physics courses: PH 109, PH 110, PH 201, PH 202, PH 212, and PH 301; the Winter Term course offered each year and serving as a "bridge" between PH 109 and PH 110; a minimum of three electives in physics; and the senior program. Electives may be chosen from courses at the 200 level and above. In addition to the courses listed below, courses which satisfy the elective requirement in physics are frequently offered during the winter term. Mathematics at least through the level of MA 113 is also required; this requirement may be satisfied either at Middlebury or through appropriate pre–college courses in calculus.

Prospective majors must begin the physics sequence no later than the sophomore year. Starting in the first year allows more flexibility in the choice of courses and thesis topics.

For students planning graduate work in physics, PH 302 (Electromagnetic Waves), PH 330 (Advanced Mechanics), PH 350 (Statistical Mechanics), and PH 401 (Quantum Mechanics) are essential. In addition, MA 200 and MA 201 are strongly recommended for those anticipating graduate study. Most physics majors will find computer programming skills through the level of CX 213 extremely valuable.

Senior Program: The major program culminates with a three–unit senior thesis. The thesis involves a significant piece of experimental or theoretical research. Thesis topics in recent years have included work in astrophysics, laser spectroscopy, biophysics, holography, high–temperature superconductivity, ultrasonics, plasma physics, and nuclear magnetic resonance.

Departmental Honors: A minimum grade average of B in physics courses is required of all honors candidates. Honors in physics are awarded primarily on the basis of excellent senior thesis work. A student's overall accomplishments in the department, including course work, teaching assistantships, and leadership are also considered in the awarding of honors.

Pre–Engineering: Some students study physics with the intent of eventually doing engineering, either through a 3–2 program or in graduate school. Students who pursue a physics major *en route* to a 3–2 engineering degree should take the same six–course introductory sequence outlined above, one elective course in physics, and MA 213. Four–year pre–engineering students take the normal physics major and choose electives in consultation with their advisor.

Advanced Placement: Students who seek advanced placement in physics should take the College Board AP examinations. Credit for PH 109 and/or PH 110 is given to students who achieve a score of 4 or 5 on the "Physics C: Mechanics" and/or "Physics C: Electricity and Magnetism" examination, respectively. One AP credit is given to students who take the "Physics B" examination and achieve scores of 4 or 5, but such students are advised to begin their study of physics with PH 109.

PH 101 Physical Reality and Human Thought Spring

This course for non–science students will explore major ideas that shape our understanding of physical reality. The course will focus on the developments of modern physics, particularly relativity and quantum theory. The physical content of these ideas will be emphasized in a non–mathematical way, and their philosophical implications discussed. Tracing the historical development of physical theories will convey a sense of the evolutionary and revolutionary aspects of scientific progress. The course will conclude with contemporary attempts to understand the evolu-

tion of the universe in terms of the most fundamental physical principles. Mr. Winkler

PH 109 Newtonian Physics Fall, Spring

This course examines motion as it occurs throughout the universe. The concepts of force, energy and momentum are introduced and applied to systems ranging from subatomic particles to galaxies. Topics covered include Newton's laws of motion, work and energy, momentum, collisions, gravitation, rotational motion, and oscillatory motion. Emphasis is on practical applications in physics, engineering, the life sciences, and everyday life. Laboratory work and lecture demonstrations illustrate basic physical principles. (Students in PH 109 should be enrolled concurrently in MA 112 or have completed a high school or college calculus course.) 3 hrs. lect., 3 hrs. lab. Mr. Roberson (Fall) Mr. Gould (Spring)

PH 110 Electricity and Magnetism Spring

The physical principles of electricity and magnetism are developed and applied to the electrical structure of matter and the electromagnetic nature of light. The theory of relativity is explored in the context of its implications for mechanics and electromagnetism. Practical topics from electricity and magnetism include voltage, current, resistance, capacitance, inductance, and AC and DC circuits. Laboratory work includes an introduction to electronics and to important instruments such as the oscilloscope. (PH 109 or permission; MA 113 is a co–requisite) 3 hrs. lect., 3 hrs. lab. Mr. Wolfson

PH 155 An Introduction to the Universe Fall

This introductory astronomy course primarily for non–science students has as its goals: (1) exploring how scientists come to understand nature through the interplay of observations and theory; (2) communicating the excitement of current research topics such as quasars, black holes, and supernovae; and (3) providing appreciation for the sky as part of our natural environment and cultural heritage. Topics include the evolution of stars and the universe and the origins of life on Earth and possibly elsewhere. Laboratory work includes observations at the College Observatory. (High school algebra and geometry) 3 hrs. lect., 2 hour lab/disc. Mr. Winkler

PH 201 Relativity and Quantum Physics (CW) Fall

This course probes in depth a number of areas for which classical physics has provided no adequate explanations. Topics covered include Einsteinian special relativity (kinematics and dynamics, conservation of momentum and mass–energy), statistical distributions in physics, kinetic theory, quantization and photons, x–rays, and the atomic models of Rutherford and Bohr. (PH 110, MA 113 or permission) 3 hrs. lect., 3 hrs. lab. (This course fulfills the College Writing requirement.) Mr. Ratcliff

PH 202 Atomic and Nuclear Physics Spring

An introduction to quantum physics, including wave mechanics, the uncertainty principle and wave particle duality. Application of quantum mechanics is made to simple atomic and molecular systems. Nuclear physics and the theory of solids are also introduced. (PH 201) 3 hrs. lect., 3 hrs. lab. Mr. Roberson

PH 212 Applied Mathematics for the Physical Sciences Spring

This course concentrates on the methods of applied mathematics used for treating the partial differential equations that commonly arise in physics, chemistry and engineering. Topics include differential vector calculus, Fourier series and other orthonormal function sets. Emphasis will be given to physical applications of the mathematics. Both analytic and numerical (computer) techniques will be employed. This course is a prerequisite for all 300 and 400 level physics courses. (MA 113, PH 110) 4 hrs. lect. Mr. Gould

PH 221 Electronics for Scientists Fall

An introduction to modern electronic circuits and devices, emphasizing both physical operation and practical use. Transistors and integrated circuits are considered in both analog and digital applications. Examples and laboratory experiments stress measurement and control applications in the physical and biological sciences. Students will gain "hands on" familiarity with the design, use, and troubleshooting of electronic instrumentation. (PH

110 or permission) 3 hrs. lect., 3 hrs. lab.
Mr. Gould

PH 266 Contemporary Astronomy and Astrophysics Spring
An introduction to the astrophysics of stars, the Galaxy, and the Universe, intended for students with some background in science. Topics include the structure and evolution of stars, pulsars, black holes, X–ray sources, supernovae, galaxies, quasars, and the expanding universe. Interactions between theory and observations by a variety of methods (e.g., optical, radio, X–ray, cosmic rays) will be discussed, with special emphasis on current research and recent results. (PH 110 or permission; not normally open to students who have completed PH 155) 3 hrs. lect./lab., hrs. arranged. Mr. Ratcliff

PH 301 Intermediate Electromagnetism Fall
The unified description of electricity and magnetism is one of the greatest triumphs of physics. This course provides a thorough grounding in the nature of the electric and magnetic fields and their interaction with matter. Mathematical techniques appropriate to the solution of problems in electromagnetism are also introduced. The primary emphasis is on static fields, with the full time–dependent Maxwell equations and electromagnetic waves introduced in the final part of the course. (PH 212) 3 hrs. lect. Mr. Wolfson

PH 302 Electromagnetic Theory Spring
Maxwell's theory of the electromagnetic field provides the basis of our understanding of the nature of light, radio waves, infrared radiation, X–rays, and other forms of electromagnetic radiation. This course examines the behavior of electromagnetic waves starting from Maxwell's equations – the fundamental laws of electromagnetism. Topics include wave propagation in different materials; reflection and refraction at interfaces: applications in communications, optics, and other fields; and relativistic electrodynamics. (PH 301) 3 hrs. lect.; weekly problem session and occasional laboratories. Mr. Roberson

[PH 330 Analytical Mechanics]

PH 350 Statistical Mechanics Spring
The course opens with an examination of the fundamental concepts of probability, statistics, and distribution functions. These opening remarks are followed by in–depth discussion of the concepts of energy, energy quantization, and the application of these concepts to the modeling of macroscopic systems. The remainder of the course is a study of statistical mechanics and its application to a variety of classical and quantum systems. Topics covered include statistical thermodynamics, Maxwellian distributions, imperfect gases, equipartition theorem, quantum statistics, heat capacities of solids, dielectric and paramagnetic systems, radiation, phase transitions and ideal quantum gases. (PH 202 or permission) 3 hrs. lect. Offered in alternate years.
Mr. Ratcliff

PH 360 Topics in Contemporary Physics Fall
This course explores an area of current interest in physics. Topics vary from year to year, depending on faculty and student interest. The emphasis is on thorough exploration of a contemporary field of physics accessible to students with an intermediate undergraduate physics background. Students will be consulted before selection of the course topic, and a detailed description will be provided before fall term registration. (Minimum prerequisite: PH 202, PH 212; additional prerequisites may be imposed.) 3 hrs. lect.; occasional laboratories. Mr. Prigo

PH 401 Quantum Mechanics Spring
A fundamental course in quantum mechanics aimed at understanding the mathematical structure of the theory and its application to physical phenomena at the atomic and nuclear levels. Topics include the basic postulates of quantum mechanics, operator formalism, Schroedinger equation, one dimensional and central potentials, angular momentum and spin, perturbation theory, and systems of identical particles. (PH 202, PH 212) Lecture and tutorials, 3 hrs. Mr. Prigo

[PH 402 Advanced Quantum Mechanics]

PH 500 Independent Study and Special Topics Fall, Spring
(Permission) Staff

PH 705 Senior Research and Thesis
Fall, Winter, Spring

Independent research in the fall, winter and spring terms culminating in a written thesis. (Three units total) Staff

POLITICAL SCIENCE

Professors: Eric Davis, Murray Dry (Chair), Russell Leng, Paul Nelson, Olin Robison, David Rosenberg *Associate Professor*: Michael Kraus *Assistant Professors*: Christopher McGrory Klyza, Mitchell Smith, Allison Stanger

Political science defines, describes, explains, and evaluates political phenomena, and it does so in a variety of ways. Consequently, the introductory course requirements include one which concentrates on the classic texts in the subject, and another which considers the methods of modern political analysis. Intermediate level courses are offered in the major areas of the subject, and our senior program involves seminar work. In addition, students may wish to pursue independent study; and this may lead to an Honors thesis. The curriculum is designed to meet the demands of thoughtful citizenship, to depict in use a number of the elements of the liberal arts and sciences, and to prepare those students who intend to pursue further work in either graduate or professional schools.

Required for the major in Political Science: A major must take ten regular fall or spring term political science courses, including (1) PS 101 or 107; (2) PS 103; (3) fulfillment of the field distribution requirement; and (4) completion of the senior program. The first two of these requirements should normally be completed before the end of the sophomore year.

The Field Distribution Requirement:* All regular fall and spring term political science courses are classified in one of the following four fields: political theory, American political institutions, comparative politics, and international politics and foreign policy. Students must take two courses in any three of these fields. *Effective with the class of 1995, the field distribution requirement will include one course in the fourth field.

Senior Program: The senior program consists of a seminar of the major's choice. Each seminar includes advanced work appropriate to the field in which the seminar is offered. The seminars are the 400 level courses offered by the department. Seminars are open to juniors and seniors, but preference for admission into these small and intensive courses will be given to senior majors. Normally, the senior program requirement must be completed by taking a seminar offered by a member of the Middlebury faculty. Work done in programs abroad, at other North American colleges and universities, or in the Washington Semester program will not count as the equivalent of a Middlebury seminar.

Departmental Honors: Students who elect to seek departmental Honors write a thesis in the senior year. The thesis normally begins either as a senior seminar paper or as an independent study project (PS 500). An Honors thesis proposal must be submitted for approval to the department prior to the term(s) in which the thesis is to be written. If the proposal is approved, the student may register for PS 700 for both the winter term and the spring term. After an oral examination of the completed thesis, Honors are conferred or denied on the basis of (1) the level of the grade achieved on the thesis and (2) the level of the average grade received in other fall and spring courses in the department. The minimum grades required for Honors are a B+ on the thesis and a B average in other departmental courses.

Independent Study: Students with demonstrated preparation and proficiency in the field may elect independent study projects (PS 500). These projects are prepared under the supervision of a member or members of the department. PS 500 projects may not be substituted for the seminar requirement. PS 500 projects are reading and research courses; the department will not award PS 500 credit for political experience such as Congressional internships.

Joint Majors: Students wishing to do a joint major in political science and another department or program of studies must: (1) take eight political science courses, among them (a) either PS 101 or 107, and (b) PS 103; (2) take at least two courses in any two of the four fields of political science*; (3) fulfill the department's senior work requirement; and (4) give evidence of having used the training in both major fields, usually in a seminar paper, but sometimes in an independent project or thesis. *Effective with the class of 1995, one course will be required in a third field.

International Major: This is a political science major combined with study abroad in both a foreign language and political science. The requirements are: (1) PS 101 or 107; (2) PS

103; (3) a year's study at a Middlebury School Abroad or an approved equivalent; (4) an advanced course in the appropriate foreign language department; (5) ten political science courses, including those taken abroad; (6) completion of the distribution requirement in three fields of political science; and (7) completion of the department's senior program.

Advanced Placement: College credit will be granted for scores of 4 or 5 in the College Board Advanced Placement Examinations in American Politics and/or Comparative Politics. Receipt of advanced placement credit does not entitle the student to exemption from any of the requirements for the major in political science.

INTRODUCTORY COURSES

PS 101 Introduction to Political Science Fall

Study of the classics of political philosophy as well as the foundations of non–philosophic political science. Central issues concern the best form of government, the best way of life, and, generally, what kind of knowledge about politics is possible. Specific works have included: Plato, *Republic;* Aristotle, *Politics;* Thucydides, *History;* Aquinas, *Summa Theologica;* Machiavelli, *The Prince;* Hobbes, *Leviathan;* Locke, *Second Treatise on Government;* Rousseau, *Second Discourse;* Marx, *Communist Manifesto, Capital.* Mr. Dry

PS 102 The American Political Regime Spring

This is a course in American political and constitutional thought. The theme, taken from Tocqueville's *Democracy in America,* is the problem of freedom. The first half covers the American founding up through the Civil War and the "refounding." This includes Tocqueville, Madison's *Notes on the Debates in the Federal Convention,* the Federalist–Anti–Federalist ratification debate, Supreme Court decisions (*Marbury, McCulloch*), writings of Jefferson, Calhoun and Lincoln. The second half considers basic problems in American politics, such as race, gender, foreign policy, and education. Readings include a novel, Tocqueville, and Supreme Court decisions (*Brown, Frontiero, Roe*). Mr. Dry

PS 103 Introduction to Comparative Politics Fall, Spring

What are the major types of political systems? How are they created? Why are some democratic and others authoritarian? Why are some rich and others poor? How do they change? In the 4th century B.C., Aristotle provided the first recorded answers to these questions in his analysis of democracies, oligarchies, and tyrannies in the Greek city–states of his world. His attempt to describe, classify, compare, and evaluate governments established the discipline of comparative politics. In this course, we will use the same principles with modern research methods to analyze today's world of hundreds of political systems.

Mr. Rosenberg and Mr. Smith (Fall)
Ms. Stanger (Spring)

PS 104 Introduction to American Political Processes Fall

Introduces students to American political institutions and processes. Reviews the Founding (Constitutional theory, ratification debate); impact of mass political behavior (political socialization, public opinion, voting); intermediary mechanisms for political representation (the press, parties and interest groups); national governing institutions (Congress, presidency, courts and bureaucracy); and local political systems (theories of federalism, state and local government). Concludes with a review of policy outputs in selected areas.

Staff

PS 107 Politics and the Studies of Politics Spring

This course will consider classic texts of Western political thought, in which the nature of political things is discussed. The aims of the course are to see what each of the texts says about politics, and to determine the modes of thought of the text. For example, we will pay close attention both to the substance of Aristotle's political science and to the manner in which he conducts his inquiry. Other works include Shakespeare, *Julius Caesar,* Macaulay, *History of England,* Alexis Tocqueville, *Democracy in America,* Marx and Engels, *The German Ideology.* (First year students and sophomores or permission) Mr. Nelson

POLITICAL THEORY

PS 101 (See above)

PS 107 (See above)

[PS 300 Political Methodology]

PS 317 Classical Political Philosophy Fall

This course will begin with some reflection on the nature of political philosophy and on the question of the reality and the importance of a historical difference between Plato and us. The course will then turn to a careful reading of Plato's *Republic* and, time permitting, the reading of some commentaries and critiques of the *Republic*, for instance Aristotle's. Mr. Nelson

[PS 318 Modern Political Philosophy]

PS 401 Seminar on Modern Political Philosophy Spring

The founders of modern political philosophy rejected the classical ideal as unrealistic and offered a new low, but solid, ground of morality (Machiavelli, Hobbes, Spinoza, Locke, Montesquieu). Rousseau and Kant sought higher moral ground, on modern foundations. Consequently, history replaced nature as the focus of political philosophy, but did that lead to an understanding of freedom (Hegel, Marx) or enslavement (Nietzsche)? Today neither nature nor history is the basis or guide for political philosophy (Rawls, Dworkin). Study of these philosophers is necessary to understand why it is so difficult to describe and defend human and political freedom. (Permission) Mr. Dry

[PS 402 Seminar in Political Philosophy and Constitutionalism]

PS 409 Seminar on Political Philosophy: Aristotle's Political Science Spring

Study of Aristotle's political science as it appears in his *Nicomachean Ethics*, *Rhetoric* and *Politics*. While trying to understand Aristotle as he understood himself, we will also consider both some objections to Aristotle's political science and some defenses of it. We will look also at some recent literature on Aristotle in order to show that there is not yet reason to "remove the remains of his reputation to a last resting place in the dreary cemetery of literature." (Permission) Mr. Nelson

AMERICAN POLITICAL INSTITUTIONS

PS 102 (See above)

PS 104 (See above)

PS 206 The American Presidency Fall

Examines the development and modern practice of presidential leadership. Focus is on presidential decision–making, as it is influenced by changes in the structure of the presidency as an institution, differences among individual presidents, and the interaction of the president with other major actors, including national governing institutions (executive branch, Congress, courts), interest groups, media and the public. Includes an historical overview of the evolution of the presidency, and examination of changes in the electoral process. Selected case studies to sharpen analyses. Staff

[PS 208 The United States Congress]

PS 211 Environmental and Natural Resources Policy Fall

An introduction to environmental and natural resources policy in the United States. The course will be divided into four sections: (1) the history of environmental/natural resources policy, (2) the foundations of the U.S. political system as they affect environmental/natural resources policy (e.g., democracy, capitalism, property rights), (3) the institutions and actors involved in environmental/natural resources policy (e.g., Congress, bureaucracy, interest groups), and (4) the policy making process in the environmental/natural resources policy area. (Sophomores or permission) Mr. Klyza

PS 212 Political Parties and Presidential Elections (CW) Spring

This course will explore the process through which Americans elect their Presidents, and the important changes in that process since 1960. Topics covered will include the decline of political parties, partisan realignment, election turnout, voting behavior, the structure of the presidential campaign (primaries, caucuses, and conventions), campaign

finance, and the role of the media in election campaigns. Throughout the course, we will consider the question of whether contemporary election campaigns act as effective representative institutions. To what extent do campaigns link citizens with their government and public policy? (Permission. Preference given to sophomore political science majors.)
Mr. Davis

PS 305 American Constitutional Law: The Federal System Fall
This course examines the development of American constitutionalism through a study of Supreme Court decisions. Every major topic but the bill of rights (see PS 306) is covered. Using Gerald Gunther's *Constitutional Law* casebook, we begin with judicial review and then study the development of legal doctrines surrounding the commerce clause, the due process and equal protection clauses of the fourteenth amendment, and the separation of powers. Recent cases focus on affirmative action and federal protection of civil rights. Interpretive books and essays are considered, as time permits. A mock court exercise is anticipated. (Juniors and Seniors with PS 102, or permission) Mr. Dry

[PS 306 American Constitutional Law: Individual Rights]

PS 310 American Public Policy Spring
This course examines the functioning of the entire United States political system, with an emphasis on the policies or outcomes of this political system. The first part of the course will examine the context in which policy is made (e.g., history, capitalism, liberalism). The second part of the course will focus on the policy making process. We will examine the major stages of the policy process: agenda setting, policy formulation, adoption, implementation, and evaluation. The third and final part of the course will focus on specific policy areas, such as agricultural policy and regulatory policy. Mr. Klyza

PS 312 Bureaucracy Spring
Bureaucracies: What are they? Why do they exist? What makes some more effective than others? How do they influence politics? This course examines the role of bureaucracies primarily in the American political context. It begins with an overview of the nature of bureaucracies and theories for their formation, followed by an examination of bureaucratic actors (managers, operators and executives) and the context within which they work. It concludes with an attempt to assess bureaucratic effectiveness. Case studies of particular bureaucracies included to sharpen analyses.
Staff

[PS 314 American Urban Politics]

[PS 420 Seminar in American Politics]

PS 421 Seminar: Perspectives on the Environmental Movement Spring
The purpose and focus of this seminar are to examine and analyze the environmental movement (concentrating on the United States) from a number of different perspectives (e.g., historical, economic, philosophical, legal, religious, political). These different perspectives will help us to better understand the environmental movement: Where did it come from? What are its main points? What are the crucial differences within this movement? By examining the environmental movement from these different perspectives we will be able to gain greater insight into these questions and the politics of environmentalism. (PS 211 and permission) Mr. Klyza

PS 425 Seminar on the American Presidency Spring
In–depth examination of the exercise of presidential leadership from a normative and empirical perspective. What are the sources of presidential power, the constraints on its use, and the implications for the American political system? The focus is on the leadership strategies of the modern presidents. (Permission)
Staff

COMPARATIVE POLITICS

PS 103 (See above)

PS 220 Asian Politics Spring
In Asia, the world's most ancient, populous, diverse, and dynamic nation–states are rapidly becoming the global economic and political powers of the twenty–first century. This introductory survey course provides students with an understanding of the historical and geographic context for the development of modern Asia (emphasizing China, Japan, India, Indonesia, Vietnam, and the Philip-

pines). It analyzes the domestic and international factors that influence economic growth and political change in the Asia–Pacific region. Mr. Rosenberg

[PS 223 Latin American Politics]

PS 225 Europe in the Postwar Era Fall

This course provides a foundation for accessing the transformations currently taking place in Europe, including European Community integration, German unification and the potential incorporation of the East Central European countries into capitalist, democratic Europe. We will consider aspects of both domestic politics andforeign policy, including British and French policies toward the European Community. The course gives particular emphasis to political developments in Germany since the Second World War, its role in Europe, and the evolution of German policies toward East and West. Mr. Smith

PS 227 Soviet and Post–Soviet Politics Fall

Continuity and changes in the nature of Russian/Soviet politics and society from the Russian Revolution to the present. The course examines the influence of history, ideology and political leadership on contemporary politics. Mr. Kraus

PS 324 The Political Development of Western Europe Spring

In what ways are the political systems and politics of France, Germany, Italy, and Britain similar? In what ways do they differ? How might we explain these patterns? This course attempts to answer these questions through comparative investigation of the processes and consequences of economic and political modernization in these nations from the feudal period to the twentieth century. Ms. Stanger

PS 325 New Europe Fall

THE NEW EUROPE will be defined as the members of the Conference on Security and Cooperation (CSCE or the Helsinki Accords), which is all of Europe, plus the states of the former Soviet Union, United States and Canada. The course will be structured in several overlapping parts: A brief history of the Cold War; 1989; several of the major problems facing Europe in this post–Cold War period; geography; major multinational entities central to the New Europe; United States policy toward Europe during the Clinton Administration. Grades based upon two major papers, short tests, several class presentations and active class participation. Mr. Robison

PS 338 The Political Development of East and Central Europe Spring

This course examines the key stages in the development of East and Central Europe in the twentieth century. The principal focus is on four stages: the establishment of political institutions in the interwar era; the impact of the Second World War and the transition to communist rule; the ebb and flow of communist power; and the post communist transitions. The latter part of the course will focus on the East European revolutions of 1989, their roots, dynamic and future prospects. (PS 103) Mr. Kraus

PS 404 (See below)

PS 406 Seminar on European Social Democracy Spring

This seminar examines the historical development of social democracy from the Industrial Revolution to the present, focusing on Britain, France, Germany and Sweden. Topics include relations between reformist and revolutionary movements, the process by which working classes were incorporated into capitalist democracies in the late nineteenth and early twentieth centuries, responses to working class mobilization in the interwar period, the nature of postwar accommodation, and the consequences of the demise of accommodation in the 1970s, '80s, and '90s. The exploration of a social democratic "third way" between capitalism and socialism is also a central theme of the course. (Permission) Mr. Smith

[PS 415 Seminar on Latin American Politics]

PS 424 Seminar on the Politics of Post–Communist Transitions Fall

The seminar explores several critical themes in contemporary post–Soviet and East European politics concerning the transition from the totalitarian to pluralist rule. Each year, different aspects of the transition, e.g., the politics of economic reform, ethnic conflict,

institution–building, or political leadership, serve as a focus of student research. (PS 227 or PS 338, and permission) Mr. Kraus

PS 430 (See below)

INTERNATIONAL RELATIONS AND FOREIGN POLICY

PS 201 International Politics Fall, Spring

An introduction to the study of international politics. The material covered includes the formulation of foreign policy, international behavior, the nature of the international system, and possible causes of international conflict. Contemporary international problems are used as illustrations, so students are expected to stay well–informed of current international events. Lecture and discussion section format. Mr. Leng (Fall) Mr. Smith (Spring)

PS 302 International Conflict Resolution Spring

We will examine the institutions and methods used to resolve conflicts among nations without resorting to the use of force. Much of the course focuses on international law and organization. Other topics include diplomacy, arms reduction, and non–violent action. (PS 201) Mr. Leng

[PS 304 Global Political Economy of North–South Relations]

PS 311 American Foreign Policy Fall

An examination of the conduct, impact, and evolution of American foreign policy since 1945, focusing on the domestic setting, international structure and institutional constraints that have shaped America's relations with the major states and regions of the world. Topics will include the cold war and containment, nuclear proliferation, American intervention in the Third World, alliance politics, and American international economic policy. Ms. Stanger

PS 404 Seminar on the Global Political Economy Fall

The seminar will study "who gets what, when, and how" in the global political economy. We will investigate the institutions (e.g., the IMF, World Bank, multinational corporations, OPEC, GATT) which govern the world market. Students will present case studies on how institutions and countries respond to major challenges to the world economy: 1) managing the growing interdependence of nations and markets, 2) providing law and order for global security, 3) reducing persistent poverty in many parts of the world, and 4) operating within growing environmental constraints. (Permission) Mr. Rosenberg

PS 405 Seminar on the Causes of War Fall

An examination of contemporary research on the causes of war proceeding from several perspectives, including the perceptions and beliefs of national leaders, state attributes, the international environment, and conflict bargaining. The research techniques studied include comparative case studies, quantitative analysis, and game theory. Each student will complete a case study of a particular war, or prepare the research design for a quantitative study. Some background in statistics is recommended. (PS 201 or PS 311, and permission) Mr. Leng

PS 407 Seminar on United States–European Relations Fall

An overview of the major issues and policy dilemmas in U.S.–European relations from 1945 to the present. Political, strategic, and economic aspects of both bilateral and U.S.–EC relationships will be explored. Consideration will be given to the implications of further European integration and the collapse of the cold war order in Europe for the American–European relationship. (Permission) Ms. Stanger

PS 408 Seminar on United States Relations with Russia and East/Central Europe Spring

An overview of U.S. relations with the successor states of the USSR and East and Central Europe in both contemporary and historical contexts. The course examines political, strategic, and economic dimensions of US relations with the former Soviet bloc countries in the post–Cold war era. (PS 227 or PS 338 and permission) Mr. Kraus

PS 412 Seminar on Diplomacy Spring

An overview of the development of modern diplomacy, problems faced by contemporary diplomatists, and some of the newer

approaches employed by scholars in attempting to understand the dynamics of inter–nation bargaining. Each year a different aspect of diplomacy, e.g., peace settlements, crisis bargaining, is chosen to provide a focus for student research. (Permission) Mr. Leng

PS 430 Seminar on Asian–American Relations Spring

This seminar examines major issues and current policy options in Asian–American relations. Topics to be investigated are: 1) Legacies of the Vietnam War, 2) Balancing Strategic, Economic, and Human Rights Interests in U.S.–China Relations, 3) Strategic Alliance and Economic Rivalry in U.S.–Japan Relations, and 4) Security and Economic Interests in the Pacific Basin. (Permission) Mr. Rosenberg

INDEPENDENT PROJECTS

PS 500 Advanced Projects Fall, Winter, Spring

A program of independent work designed to meet the individual needs of advanced students. (Permission) Staff

PS 700 Honors Thesis Fall, Winter, Spring

(Permission)

PSYCHOLOGY

Professor: Bob Osborne *Associate Professor:* Marc Riess (chair) *Assistant Professors:* William Frey (on leave Fall 1993), Marion Eppler *Scholar–in–Residence*: Eleanor Gibson

For the student who majors in psychology engagement with experimental data lays the basis for an empirically founded and objective formulation of principles of human behavior. He or she may encounter the data in published research reports, in regular laboratory work, and in connection with individual research along lines that he or she finds important. The relevant observations may involve human participants or sometimes infra–human animals for the better experimental control that they may permit. Whatever the sources of the observations, the student comes to see them as products of the experiments that generated them, and thus evaluates their importance for hypothesis or generalization.

As a psychology major the student takes a program of elective and required courses in psychology and related disciplines. By the end of sophomore year, through work in psychology, and in cognate fields, the student has acquired familiarity with many of the data, concepts, and research procedures essential to an understanding of human behavior. During the last two years the student makes use of accumulated knowledge and skills in his or her deep involvement with several areas of central importance to psychology.

Required for the major in Psychology:

A. Eleven courses in Psychology including the following:
   1. PY 105 and 201.
   2. Three courses from among PY 203, 204, 205, 208, 224, 225, 300 and 304.
   3. Two laboratory courses from among PY 207, 301, 303 and 305.
   4. Two PY 400–level seminars.
   5. Two electives.

B. It is understood that exemption from a specific course requirement does not affect the general requirement of the eleven PY course minimum.

Senior Program: All majors in psychology must complete two of the advanced seminar courses in psychology. These are: PY 412, PY 416 (or PY 417), PY 419, PY 420, PY 425.

Departmental Honors in Psychology: Students who seek to be graduated with Departmental Honors in Psychology should consult with some staff member no later than junior year to begin actively planning their research. PY 202 must be taken before the term in which the student submits the Honors proposal. One or more PY 500 courses may be taken to support the research. During the spring term of senior year candidates will enroll in PY 703 after meeting the special requirements listed in the course description. A minimum of a B+ average in Psychology Department courses is needed for admission to Honors Candidacy.

Joint Major in Biology and Psychology: For students interested in this joint major, the requirements are: BI 185, 190, 195, 216, 250 and two electives in biology, including one 300– or 400–level course; PY 105, 201, 207 or 208, 301, and two PY electives, including one 400–level seminar; three electives chosen with the advisor's approval in chemistry, mathematics or physics. Consult chair about Honors in the joint major.

Joint Major in Psychology and Sociology: Required psychology courses: PY 105; 201; 203; one lab course (PY 207, 301, 303, or 305); one 400–level seminar; and two electives.

Required sociology–anthropology courses: SA 105; 205; 352; either SA 301 or 302; one of SA 103, 191, 316, 355, 388, or 396; one 400–level seminar; and one elective. Consult advisor about Honors in the joint major.

PY 105 Introduction to Psychology Fall, Spring

This course will provide a general introduction to the discipline of psychology. The most central and important theories, concepts, findings, controversies, and applications in the following areas will be considered: biological bases of behavior, learning, perception, thinking, development, personality, abnormality, and social behavior. (Not open to juniors or seniors.) Staff

PY 201 Statistical Analysis Spring

Statistical analysis is seen as the process of asking meaningful questions of a set of data and getting quantitative answers to them. The questions include matters of descriptive statistics, correlation, regression, and statistical inference. The course is supplemented by weekly computer laboratories using the MINITAB package. (Single, double, and joint majors in Psychology will be given preference for enrollment. Credit is not given for PY 201 if the student has taken EC 210 previously or concurrently.) Staff

[PY 202 Research Methods in Psychology]

PY 203 Social Psychology Spring

This course will provide a comprehensive overview of the discipline of social psychology from a psychological perspective (that is, a focus on the individual). Theory, research, and application concerning the following topics will be considered: self–knowledge, attitudes, social influence, stereotypes, prejudice, interpersonal relations, and group dynamics. (Not open to Seniors except by permission.) Staff

PY 204 Personality Psychology Fall

This course provides an in–depth overview of the field of personality psychology. Several classical theories of personality including psychoanalytic, humanistic, trait, behaviorist, and social learning will be discussed. Then the conceptual analysis and measurement of individual difference variables such as intelligence, self–concept, anxiety, need for achievement, fear of success, androgyny, and authoritariansim will be considered. 2 hrs. lecture, 1 hr. discussion (Not open to Seniors except by permission.) Staff

PY 205 Psychology of Gender Spring

This intermediate course will examine how gender concepts develop across the lifespan, and how these concepts influence our beliefs and behavior. Gender attitudes, stereotypes, and differences will be studied within the context of psychological theories, with an emphasis on critically evaluating research methods and findings. Sample topics: gender roles presented in the media, sex differences in infancy, differences in academic achievement, moral development, nonverbal cues and communication styles. 2 hrs. lecture, 1 hr. discussion Ms. Eppler

PY 207 Conditioning and Learning Spring

This course introduces the research and theories relating to how animals learn about the causal structure of their environment. A contemporary review of principles generated by the experimental analysis of behavior is considered within the context of a psychobiological approach to learning and behavior. 3 hrs. lect., lab. Mr. Osborne

[PY 208 Human Memory]

PY 224 Abnormal Psychology Fall

This course will provide an overview of the abnormal behaviors currently classified as psychopathological. Data and issues related to the classification, occurrence, causes and treatment of each disorder will be examined. Case studies and current research efforts will provide focus for the discussion of the physiological, behavioral, cognitive and social factors that contribute to each disorder. Staff

PY 225 Child Development Fall

This course will examine the nature of developmental changes from the prenatal period through adolescence. A variety of theoretical perspectives will be considered, each focusing on a different domain of development. The domains include biological, emotional, social, perceptual, cognitive, language, and moral development. A major challenge for developmental psychologists is to understand how these domains relate to one another, a problem we will work on throughout the semester. Developmental processes will be

examined in a variety of contexts, including the home environment, day care, play groups, and the classroom. (This course will receive Teacher Education credit.) 3 hrs. lect., 1 hr. disc. Ms. Eppler

PY 300 Addiction Spring

This course will review the current research and theories regarding the concept of addiction. Addictions to both experiences and substances will be covered in detail. The treatment of the addicted person(s) in clinical settings will also be addressed and evaluated. (2 psychology courses beyond PY 105) Mr. Frey

PY 301 Physiological Psychology Fall

This course concerns the biological basis of human behavior. The course will consider the neurochemical, neuroanatomical and neurophysiological basis of processes such as language, sensation, emotion, aggression, sleep and learning and memory. In the laboratory the student will conduct experiments using standard (surgical, anatomical, biochemical, behavioral) techniques to investigate central nervous system function. 1 psychology course, or biology background, or permission) 3 hrs. lect., lab. Mr. Osborne

PY 303 Perception Fall

The study of perception involves understanding how we experience the world around us. This course will examine how sensory processes (primarily vision, audition, and touch) relate to our perceptual experiences. A survey of research findings will be used to evaluate traditional and current theories of perception. Class discussions will be supplemented by laboratory demonstrations and student–designed experiments. Sample topics: psychophysics, color vision, illusions, intermodal perception, and perceptual learning and development. (2 psychology courses beyond PY 105; PY 201/202 recommended) 3 hrs. lect., 3 hrs. lab. Ms. Eppler

[PY 304 Child Psychopathology (CW)]

PY 305 Cognitive Psychology Fall

This course provides an in–depth analysis of current research and theory in human cognition. We will focus on visual perception, selective attention, memory, issues of mental representation, problem solving, and discourse processing. The laboratory component of the course will provide students with experience in the planning and execution of experiments, and the analysis and interpretation of data. Students will also become familiar with the structure and style of journal articles. The lab work will culminate in a final research project which the student will design, run, analyze, and write up. (2 courses in Psychology or permission) 3 hrs. lect., lab. Staff

PY 350 Directed Research in Psychology Fall, Spring

Directed research provides opportunities for advanced students to become familiar with and participate in ongoing research projects under the direction of a faculty member. The student will first read background literature on content area to be investigated and experimental methodologies used. Procedures involved in conducting psychological research will then be learned through first–hand experience in defining conceptual variables and in gathering, analyzing, and interpreting data. Finally, students will learn how to write technical articles in psychology by preparing a paper describing the project, using A.P.A. format. (Permission, three psychology courses beyond the introductory level, and junior or senior status) Staff

400–level Seminars: Seminars are to provide the advanced student with an opportunity to pursue particular content areas in depth. They require intensive writing and reading of the relevant literature.

PY 412 Issues in Clinical Psychology Spring

Initially described as a "talking cure," psychotherapy has been variously practiced and defined. This seminar will cover key elements of the psychotherapy encounter within the context of the cornerstone theories and techniques. Application of these major counseling techniques to a wide range of clinical problems should aid in the understanding of the development, efficacy and issues surrounding the treatment of psychopathology. (3 psychology courses beyond the introductory level, or permission) Mr. Frey

[PY 416 Limbic System]

[PY 417 Physiological Basis of Learning and Memory]

PY 419 Infancy Seminar Spring

The first year of life is a period of tremendous physical and psychological growth. This advanced seminar will examine research methods used to study infants and how these techniques have transformed our understanding of infant capabilities. Research and theories in several areas of development will be covered, including learning, perception, cognition, development of motor skills, social and emotional development. The goal is to explore how these areas relate to one another and how infancy provides the foundation for later development. (PY 225 or permission; PY 201/202 is recommended.) Ms. Eppler

[PY 420 Issues in the Psychology of Gender]

PY 425 Diagnosis of Psychopathology Spring

In this seminar the student will learn how to make differential diagnoses of various psychopathologies using the *Diagnostic and Statistical Manual of Mental Disorders* (DSM–III–R). We will learn the signs, symptoms, and diagnostic criteria of many mental disorders (e.g., schizophrenia, depression, personality disorders) and how to identify them in specific cases to make accurate diagnoses. These goals will be accomplished by making and discussing diagnoses of characters in biographies, novels, and films. (At least four psychology courses, including Abnormal Psychology) Mr. Riess

PY 500 Advanced Research Fall, Spring

A program of research arranged to meet the needs of advanced students majoring in psychology. (Permission) Staff

PY 703 Honors Candidacy Spring

Students hoping to be considered as candidates for departmental Honors must, under the sponsorship of a department faculty member, submit a formal, written research proposal to the department. If the proposal is approved, the student will be considered a candidate for departmental Honors and will enroll in honors during the spring term of their senior year. The decision about awarding departmental honors will be made after the student submits a thesis. An oral defense of the thesis may be scheduled and is required if the thesis is to be considered for High or Highest Honors. (Permission) Staff

RELIGION

Professors: Robert Ferm, Steven Rockefeller (on leave academic year) *Associate Professors*: John Keenan, Robert Schine, Katherine Sonderegger, Larry Yarbrough (on leave academic year) *Assistant Professor:* Tazim Kassam

Courses in religion are designed to acquaint students with the history of a variety of religious traditions and with contemporary approaches to the study of religious life and thought.

Required for the major: A major in religion must satisfactorily complete eleven courses. Majors are expected to become acquainted with at least three separate religious traditions and to develop a more thorough understanding of one of the following fields of study: Biblical Studies, Christianity, Buddhism, Judaism, Islam, Hinduism, History of Religions, and Approaches to the Study of Religion. Specific requirements include:

I. Three courses from the offerings on Religious Traditions;
II. Three courses, including at least one seminar, in one of the fields of study listed above;
III. Two electives chosen in consultation with the advisor;
IV. RE 400 Seminar on the Study of Religion;
V. An Independent Study Project (RE 500) during the fall (or spring) term of the senior year;
VI. A Senior Thesis (RE 700) or second Independent Study Project (RE 500) to be designed in consultation with the student's advisor.

Cognate courses may be included in the major, but only with the *specific* and *prior* permission of the chair.

Joint Major: Students may design a major joining religion and another area of study. For guidelines on developing a joint major, see the College *Handbook*.

Departmental Honors: At the end of their junior year, students who have maintained a B average in departmental courses may elect to become candidates for Departmental Honors. During the fall semester of the senior year Honors candidates begin a research project (RE 500) under the direction of a member of the Religion Faculty. Upon the recommendation of

the faculty member, based on satisfactory progress at the 500 level, the candidate will complete the project as a thesis (RE 700), normally during the Winter and Spring Terms. A grade of B+ on the thesis and a B average in other departmental courses are the minimum requirements for the awarding of Departmental Honors.

INTRODUCTORY COURSES

100 and 200 level courses are open to all students without prerequisite or permission.

[RE 103 Introduction to Religious Meaning]

RE 105 An Introduction to Biblical Literature Fall

This course is a general introduction to Biblical history, literature, and interpretation. It aims to acquaint students with the major stories, narratives, and poetry of the Jewish and Christian scriptures, with the historical contexts in which they were written and collected, and with the critical methods by which they may be understood. Consideration will also be given to modern archaeology in Israel, and to ways scripture has been used and interpreted in Western culture. Students interested in more detailed analysis of the material should enroll in either RE 280 or RE 281. Mr. Schine

[RE 110 Foundations of Western Religious Life and Thought]

RE 115 Introduction to Eastern Religious Thought Fall

An introduction to the major traditions and themes of Asia: Taoism, Confucianism, Buddhism, and Hinduism. Central themes from these traditions will be studied through principal scriptures and texts of each tradition. Mr. Keenan

RE 120 Human Questions: Religious Responses Fall

Human beings love and hope; labor and rest; question, doubt, suffer and die. We will examine the richness of the religious life as reflected in the practice of prayer and contemplation; social action; study and systematic thought; and of literary creation and interpretation. Figures studied include Augustine, Karl Barth, Martin Buber, Dorothy Day, Emil Fackenheim, Flannery O'Connor, Blaise Pascal, Martin Luther King, Howard Thurman, Paul Tillich. Ms. Sonderegger

COURSES ON RELIGIOUS TRADITIONS

RE 201 Jews and Judaism (CW) Spring

An introductory course on central themes and problems in Judaism and the life of "the People of the Book," with the goal of understanding contemporary ideas, institutions and problems of Jewish life and thought in historical perspective. Topics will include the formative ideas in Jewish thought: monotheism, commandment, Torah; liturgy, ritual and rhythm of Jewish life; theory and practice of the commandments; the tension between textual tradition and innovation; Jewish–Christian relations, Anti-Semitism; Zionism and Israel. Mr. Schine

[RE 202 Modern Judaism]

RE 203 The Islamic Tradition Fall

A historical and thematic introduction to the Islamic tradition and the world-wide Muslim community. Stressing sources, doctrines, practices, institutions, and modes of expression, topics will include: the life and times of Prophet Muhammad; the Qur'an, Islam's scripture; the division between the two major sects, Sunni and Shi'a; the formation of the traditions of hadith and shariah; Sunni schools of law and theology; regional diversity in Muslim faith and practice; and Islam in the West. Ms. Kassam

RE 204 The Christian Tradition Fall

An introduction to the ecclesiastical and theological development of Christianity. The course will begin with the formation of doctrine in the first five centuries. Attention will then be given to the development of Roman Catholicism, Eastern Orthodoxy and the rise of Protestantism. The latter part of the course will deal with the changes that have occurred in the post–enlightenment period and end with some contemporary issues. Mr. Ferm

RE 209 The Hindu Tradition Spring

An introduction to the Hindu religious tradition, this course will trace the development of Hindu ritual, mythology, philosophy, and society from Vedic times to the present, with special reference to the law of *karma*, caste, *dharma*, women, yoga, and liberation.

Emphasis will be placed on gaining an appreciation of the rich multiplicity of religious thought and practice within the Hindu worldview through a study of its classical Vedic and Pauranic literatures, major sectarian divisions, and diversity of local expressions.

Ms. Kassam

RE 210 The Buddhist Tradition in India Spring

An examination of the development of Indian Buddhist thought and tradition. The course will cover the accounts of the Buddha's awakening, the early teachings of the Nikayas and Agamas, the development of Buddhist Abhidharma theory, the rise of the mystic movement of the Perfection of Wisdom scriptures, the Tathagatagarbha affirmation of Buddha nature, and the philosophies of Madhyamika and Yogacara. Mr. Keenan

[RE 211 The Buddhist Tradition in Korea and Japan]

[RE 212 Chinese Religions]

[RE 214 The Tantric Tradition in India, Tibet, China, Japan]

[RE 217 Greco–Roman Religions]

RE 220 The Shaping of American Religious Life Spring

A study of the historical sources of the western religious traditions and their expression in the social and intellectual context of American history. Particular attention will be given to Puritanism in America, the impact of westward expansion, and the influence of social and intellectual change in the late nineteenth and twentieth centuries. Mr. Ferm

COURSES ON TEXTS AND TOPICS

[RE 230 Nature and Grace: an Introduction to Catholicism]

RE 235 Christianity and Modern Culture Spring

We live in a world at once intensely religious and intensely secular. Western culture calls on a secular science and technology to master our world; it turns to a secular history to interpret its past. Philosophy, psychology and literature have been emancipated from their Christian apprenticeship. And yet, few periods in Western history have produced Christian thinkers and movements as creative and lasting as our own. The nineteenth and twentieth centuries have given us great system–builders and leaders indebted to Christianity. The rise of this world, so critical of religion yet so devoted to it, is the subject of this course. Ms. Sonderegger

RE 240 Shi'ism: Esoteric Islam Spring

An exploration of the origins of the Shi'i branch of Islam, tracing its historical development, major divisions and theological and esoteric doctrines. While unified by the common belief in the Qur'an and the teachings of Prophet Muhammad, Muslims differ in their specific interpretation of the Islamic venture. This course will attempt to understand the unity and distinction between the Sunni and Shi'i branches of Islam, and accordingly examine such fundamental Shi'i concepts as divine leadership, allegorical interpretation and martyrdom. It will also discuss popular Shi'ite religious practices including the passion plays of Husayn and the influence of Iranian and Indian culture on Shi'ism. Ms. Kassam

RE 280 Studies in Hebrew Bible/Old Testament Fall

An introduction to the history, literature, and culture of ancient Israel. Topics to be addressed include: the narratives of Genesis, Exodus, the settlement, the monarchy, and the exile; legal traditions; worship; wisdom; and expectations for the future. Using modern critical methods, the course is designed to give the student an appreciation of the major issues related to the historical, literary, and religious significance of the Jewish Bible and the Christian Old Testament. Staff

RE 281 Studies in the New Testament Spring

This introductory course examines early Christian life and thought as reflected in the New Testament. It will deal with the life and teachings of Jesus, his major interpreters (such as the writers of the gospels and Paul), and the common people who followed them. Themes to be examined include: the kingdom of God in the parables of Jesus; narratives of the death and resurrection of Jesus; the concept of

"salvation"; the organization of the church; and early Christian ethics. Staff

[RE 290 Women's Religious Life and Thought]

[RE 292 Psychology of Religion]

SEMINARS IN RELIGION

[RE 301 Modern Views of God and Religious Life: The Nineteenth Century]

[RE 302 Modern Views of God and Religious Life: The Twentieth Century]

[RE 303 Religion, Ethics, and the Environment]

[RE 304 Seminar in Jewish Thought: The Twentieth Century]

[RE 305 The Idea of God]

[RE 306 From Puritanism to the Gospel of Wealth]

RE 308 Seminar in American Religious History Spring

The focus of the seminar for 1993–94 will be the contemporary religious scene including the sources for the apparent revival of the Religious–Political Right, recent interpretations by the Supreme Court of the First Amendment and prominent issues in social ethics, specifically the controversy over abortion. Mr. Ferm

RE 309 Seminar in Biblical Studies Spring

The topic for this seminar will be announced prior to Spring Registration. Staff

RE 310 Issues in Modern Religious Thought Spring

For the year 1993–94, the seminar will explore the topic, "On Evil and the Good." The modern world has committed evil acts on a scale unprecedented in history; it has also witnessed a deepening respect for human liberty and dignity unmatched in earlier times. Western religious systems have both participated in and reflected on these new faces of evil and the good. We will read from Christian and Judaic commentary on war, suffering, oppression, and sin; on justice, peace, reconciliation and love. Ms. Sonderegger

RE 311 Seminar in Buddhist Philosophy Spring

Selected themes in Buddhist thought. Consideration will be given to the early traditions of Buddhism and the development of the Abhidharma systems. The rise of the Mahayana notion of emptiness and its development in subsequent traditions will be treated. Texts vary from year to year. Mr. Keenan

RE 312 Buddhist and Christian Enlightenment Fall

The focus is on the ongoing practice of dialogue between Buddhism and Christianity, based on the various interpretations of the foundational experiences of those traditions. Attention will be given both to classical texts and modern philosophers, Christian and Buddhist. Mr. Keenan

[RE 314 Seminar in Christian Origins]

[RE 315 Conflict and Identity: Jewish–Christian Relations]

[RE 320 Seminar on the Holocaust]

RE 340 Seminar in Islam Fall

The topic of the seminar for 1993–94 will be *Women in Islam*. This seminar will explore the place of women in Muslim societies beginning with the times of Prophet Muhammad and his reforms on the status of women. The class will examine the role and position of Muslim women as it has been inscribed and interpreted in religious and theological Muslim iterature. We will also study the diversity of Muslim women's lives, aspirations and experience within the context of class, culture and local Islamic settings. Ms. Kassam

RE 400 Seminar on the Study of Religion Fall

This seminar for advanced religion majors examines methods and approaches to the study of religion and provides guidance in researching and writing the senior projects. Ms. Sonderegger

RE 500 Independent Research Fall, Winter, Spring Staff

RE 700 Senior Research for Honors Candidates Winter, Spring Staff

With permission, the following cognate courses may be credited toward the requirements for the religion major:

CL	105	Introduction to Hebrew
CL	206	Intermediate Hebrew
PA	232	Philosophy of Religion
PA	253	Confucianism and the Confucian Tradition in East Asia
SA	308	Sociology of Religion
SA	380	Anthropology of Religion

RUSSIAN

Professors: Thomas Beyer (chair), Sergei Davydov *Associate Professor*: Kevin Moss *Lecturers*: Alexandra Baker, Judith Olinick

The following courses taught in English by the Department of Russian are open to majors in other departments: RU 151, Russian Literature's Golden Age; RU 152, Revolutionary Literature in a Revolutionary Society: Russian Modernism; RU 251, Epic, Myth, and Ritual in Soviet Literature; RU 351, Dostoevsky; RU 352, Tolstoy; RU 353, Russian Theatre; RU 354, Chekhov; RU 356, Russian Literature of the Sixties and Seventies.

Required for the major: Formal admission to the major program is attained through satisfactory grades in RU 151, RU 152, RU 201 and RU 202 or through satisfactory scores on a qualifying examination.

Normally a *major program* will consist of the following courses in addition to the qualifying courses listed above: RU 301, RU 302, RU 323, RU 324 and three other courses, including RU 704, Senior Seminar. Students may meet some of the above requirements by attending Middlebury's Russian School or Middlebury's School in Russia (located at Moscow University). Each student's program will be planned individually in consultation with the department chair. Students of Beginning Russian will take a continuation course during winter term.

The *Senior Program* will consist of a seminar taken during the senior year. Students with an over–all B average and a B+ average in Russian courses will be encouraged to prepare an Honors thesis under the supervision of a faculty member. The final typed copy of the thesis will be due no later than April 20 of the year of graduation. The level of Honors will be determined by the grade on the thesis according to the following scale: A (Highest Honors); A– (High Honors); B+ (Honors).

Students majoring in Russian should plan on having a second strong field of concentration. Students planning to teach should have a second language, preferably through at least the third year of study. Students planning careers in government, finance, commerce, etc., are strongly advised to have strong concentrations in one of the following fields: economics, geography, history, or political science. The Russian–East European Studies program or a joint or double major with one of these areas of study makes a particularly strong program.

Middlebury offers two semester–length programs at Moscow University each year. These programs, one taught in the fall and one in the spring, are open to undergraduates who have had at least the third–year Russian course at Middlebury. Students who begin Russian language study as freshmen will thus have to spend a summer in the Russian School in order to participate in the Moscow program as juniors. Interested students should consult with the chair as early as possible concerning the program, since the number of places is limited.

Students in Middlebury's program in Russia live in the main building of Moscow University in Lenin Hills. They take three courses, one each in conversation, composition, and culture/civilization at the university's newly established Humanities Center. These small group classes are graded numerically and the grades converted to letter grades. Students take one additional course of their choice along with Russian students. This fourth course is selected from the full university curriculum and is graded on a pass/fail basis. This brings the total number of units of credit to four, the equivalent of a semester at Middlebury.

Students interested in the teacher certification program should consult with the chairman of the department and with the Director of Teacher Education at an early date to avoid conflicts in scheduling the required courses.

RU 101 Beginning Russian Fall
Four–skills approach to provide a firm control of the sound system and the structure of Russian. Although much emphasis is put on the spoken colloquial language, reading, writing and a conscious understanding of the fundamentals of grammar provide a firm foundation for work in advanced courses or for reading in specialized fields. Seven class meetings per week (two lecture sections, five drill sessions) and intensive use of the language laboratory. Mr. Beyer, Mrs. Olinick, Staff

RU 102 Beginning Russian Winter
Continuation of RU 101. Required for RU 103 (RU 101 or equivalent) Staff

RU 103 Beginning Russian Spring
Continuation of the approach used in RU 101 and RU 102, but with increased emphasis on reading. (RU 101 and RU 102 or equivalent) Seven class meetings per week (two lectures, five drill sessions) and intensive use of the language laboratory. Mr. Beyer, Mrs. Olinick, Staff

RU 151 Russian Literature's Golden Age: 1830–1880 (In English) Fall
This course acquaints students with the history and development of Russian literature from Pushkin to Tolstoy and the critical reaction to it. Class discussion will be supplemented by brief lectures on the literary and cultural background of Russia to enable students to enter the magical world of manipulation utilized by Russian authors to circumvent the powerful censors. Topics to be discussed include economics and sociological, philosophical and historical considerations as they relate to the unique literariness of the texts. Students achieve sophistication in literary techniques as well as an awareness of the Russian experience. No knowledge of Russian is required. Mr. Davydov, Staff

RU 152 Revolutionary Literature in a Revolutionary Society: Russian Modernism, 1880–Present (In English) Spring
This course introduces students to the exciting new experiments of Russian authors competing against and reacting to the masters of Russia's Golden Age. Discussion supplemented by brief lectures will focus on outstanding works representing the various styles and techniques developed to give new life to the Russian literary experience. Examples will be chosen from Decadence, Symbolism, Civil War, Constructionism, Utopian, Five Year Plan, War Communism, Socialist Realism, Thaw and Protest literatures. Emphasis will be on excellent literature rather than the traditional approach to the Soviet classics. No knowledge of Russian is required. Mr. Davydov, Mr. Moss

RU 201 Intermediate Russian Fall
Systematic review of grammar and development of the spoken and written skills attained in Beginner's Russian. Five class meetings per week and use of the language laboratory. (RU 103 or equivalent) Mrs. Baker

RU 202 Intermediate Russian Spring
Continuation of approach used in RU 201. Reading of contemporary Russian texts, conversation and written assignments in Russian based on reading assignments. (RU 201 or equivalent) Five class meetings per week and use of the language laboratory. Mrs. Baker

[RU 251 Epic, Myth and Ritual in Soviet Literature (In English)]

RU 301 Russian Conversation and Composition Fall
Systematic review of the fundamentals of Russian grammar combined with the development of oral fluency and freedom of self–expression in speech and writing (RU 202 or equivalent) Mr. Moss

RU 302 Russian Conversation and Composition Spring
Continuation of development of oral and written fluency and correctness. Mr. Moss

RU 323 Russian Culture and Civilization I Fall
Lectures and readings in Russian covering the time period between the foundation of Kievan Rus and the mid–nineteenth century. Additional readings in English will be supplemented by class discussions and oral and written reports in Russian (RU 202 or equivalent) Mr. Davydov

RU 324 Russian Culture and Civilization II Spring

Lectures and readings in Russian from the second half of the nineteenth century until the present. Additional readings in English will be supplemented by class discussions, oral and written reports in Russian (RU 202 or equivalent) Mr. Davydov

RU 351 Dostoevsky (In English) Spring

A study of major works and their historical background. Lectures on materials not available to non–Russian scholars. No knowledge of Russian is required. Staff

[RU 352 Tolstoy (In English)]

[RU 353 Russian Theatre (In English)]

[RU 354 Chekhov (In English)]

[RU 356 Russian Literature of the Sixties and Seventies]

[RU 401 Advanced Language Study]

[RU 402 Advanced Language Study]

RU 500 Advanced Studies in Language and Literature Fall, Spring

Supervised individual study for highly qualified students. Staff

RU 700 Senior Independent Study Project Fall, Spring Staff

RU 704 Senior Seminar Fall, Spring

Topic to be announced. (Senior majors) Mr. Davydov (Fall) Mr. Beyer (Spring)

See also Division of Foreign Languages.

RUSSIAN AND EAST EUROPEAN STUDIES PROGRAM

Participating Faculty: David Macey (History), Alexandra Baker (Russian), Ann Marie Basom (Russian), Thomas Beyer (Russian), Sergei Davydov (Russian),Michael Kraus (Political Science), Ronald Liebowitz (Geography), Kevin Moss (Russian), Judith Olinick (Russian), Olin Robison (Political Science), Catherine Sokil (Economics)

A major in the Russian and East European Studies program seeks to combine proficiency in the Russian language with a solid interdisciplinary background in each of the social science disciplines that specialize in this important region: economics, geography, history, and political science. Students who major in this field will be expected to do senior work in one of these disciplines utilizing their language skills.

The Russian and East European Studies major will be expected to acquire basic language proficiency in Russian. Course work in Russian may be taken at Middlebury during both the regular academic year and in Middlebury's summer intensive program.

Required for the major: Formal admission to the program is dependent on satisfactory grades in either RU 201 and RU 202 or a special qualifying examination. Beginning students of Russian will be expected to take a continuation course during the winter term of their first year. It is expected that majors in this program will also spend one or more semesters in Russia.

Course Requirements: The program offers two paths to the major. However, most students will be expected and encouraged to choose option A. Under this option, students will take three years of Russian language, will study for at least one semester in Russia, and will complete at least six courses in the social sciences (seven if they are candidates for Honors). Only those who are unable to study in Russia will take option B. Students should take note of those courses that have prerequisites.

OPTION A:

Language: Satisfactory completion of RU 302; one or more semesters in Russia; and at least six additional courses including:

(a) three of the following: EC 230, GG 222, HI 247, PS 227 (under normal circumstances, these courses should be taken before going to Russia);

(b) plus three additional courses including a seminar in the social sciences (four if a candidate for Honors) chosen from section (a) above or EC 330, EC 430, GG 413, HI 248, HI 404,PS 328, PS 408, PS 414, RS 500, RS 700, RU 704, and appropriate courses in the social sciences taken in Russia.

OPTION B:

Language: Satisfactory completion of RU 302 and at least eight additional courses including:

(a) three of the following: EC 230, GG 222, HI 247, PS 227

(b) plus three courses including a seminar (four if a candidate for Honors) chosen from section (a) above or EC 330, EC 430, GG 222, GG 413, HI 248, HI 404, PS 338, PS408, PS 424, RS 500, RS 700, or RU 704.

(c) RU 151 or RU 323 (in Russian), RU 324 (in Russian).

Actual courses offered will vary from year to year depending on staffing. They may be supplemented by one graded winter term course offered either by faculty participating in the program or other faculty members, where appropriate. A course in Russian literature may be substituted for one of the social science courses in section (b) of either option.

This program fulfills the concentration requirement. Students are encouraged, however, to take as broad a range of courses as possible when fulfilling their degree requirements.

Departmental Honors: Students who have a B+ average or better in their courses in the program may elect to seek Honors by writing a two–semester thesis (RS 700). Ideally, the thesis will begin as a seminar paper. Permission for this project must be obtained in advance. Honors are conferred or denied on the basis of the thesis grade, following an oral examination.

Course listing:

EC	230	Socialist Economies in Transition
EC	330	Comparative Economic Systems
EC	430	Comparative Reform of Planned Economies
GG	222	The Political Geography of Russia
GG	413	Population Seminar
HI	247	Traditional Russia
HI	248	Russian Revolution and Soviet Regime
HI	404	Readings in Russian and Soviet History
PS	227	Soviet and Post–Soviet Politics
PS	338	Political Development of East and Central Europe
PS	408	Seminar on United States Relations with Russia and East/Central Europe
PS	424	Seminar on the Politics of Post–Communist Transitions
RU	101	Beginning Russian
RU	102	Beginning Russian
RU	103	Beginning Russian
RU	201	Intermediate Russian
RU	202	Intermediate Russian
RU	301	Russian Conversation and Composition
RU	302	Russian Conversation and Composition
RU	151	Russian Literature's Golden Age (1830–1880) (in English)
RU	152	Russian Modernism (1880–present)(in English)
RU	323	Russian Culture and Civilization I
RU	324	Russian Culture and Civilization II
RU	704	Senior Seminar
RS	101	Beyond the USSR: From Union to Disunion

For a complete description of these courses see listings under the appropriate departments.

RS 101 Beyond the USSR: From Union to Disunion Spring

From the 1917 revolution to the 1991 dissolution, the Soviet experiment has exercised a powerful influence on world affairs. Seeking to overcome the legacy of Communist rule, Russia and the other successor states are in the midst of a transition, asserting their national identities and redefining their places in the world. This course will provide an overview of the geography, history, literature, economy and politics of this region, focusing on the centrifugal and centripetal forces at work.

Mr. Macey, Mr. Moss, Mr. Liebowitz, Mr. Kraus

RS 500 Independent Project
Fall, Spring
(Permission)

RS 700 Senior Thesis
Fall, Winter, Spring
(Permission)

SOCIOLOGY / ANTHROPOLOGY

Professors: David Andrews, Margaret Nelson
Associate Professors: A. David Napier, Ellen Oxfeld, E. Burke Rochford (on leave academic year)

The Department of Sociology/Anthropology has the unique feature of combining two disciplines within a single departmental major. We encourage students to take full advantage of this opportunity to develop a perspective for the systematic analysis and understanding of human behavior. Based on the empirical findings of the closely related disciplines of sociology and anthropology, this perspective is inherently comparative, such that the department is concerned with the impact of culture and society in various settings. Although both of these disciplines share common concern about human behavior, each in addition has its own history, concepts and theoretical commitments. Anthropology essentially focuses on the role of culture in human experience, and sociology is concerned primarily with the role of social interaction and the social structure in human experience.

Required for the major in Sociology/Anthropology: A minimum of ten fall and spring term courses will constitute the major. The core of the departmental major consists of five required fall and spring courses (SA 103, SA 105, SA 305, SA 301, or SA 302, and SA 700 or SA 710) which emphasize basic concepts, theory, and research methods. Beyond these specific courses, each student may choose five to nine electives from the variety of substantive courses offered by the department, no more than two of which may be 100 level courses.

Ideally, students should take the Research Process course (SA 301 or SA 302) in their junior year in order to prepare themselves for their senior research and writing project. If a major anticipates being away during all or part of the junior year, the Research Process course should be taken during the sophomore year.

Joint Major: There is an established Sociology/Psychology Joint Major. From the Sociology/Anthropology Department, the student must take SA 105, SA 305, SA 352, *either* SA 301 *or* SA 302, one related course (from among SA 103, SA 191, SA 316, SA 355, SA 388), One 400–level seminar, and one other elective in Sociology/Anthropology.

From the Psychology Department, the student must take PY 105, PY 201, PY 203, one related course (from among PY 204, PY 205, PY 208, PY 224, PY 225, PY 226, PY 300, PY 304, PY 306), another related course (from among PY 207, PY 301, PY 303, PY 305), a 400–level seminar, and one other elective in Psychology. Consult respective department chairs for details regarding senior work.

International Major: SA 103, SA 105, SA 305, SA 301 or 302; courses in Sociology/Anthropology at a Middlebury School abroad or an approved equivalent; SA 700 or SA 710 plus an advanced course in the Language Department. Minimum of ten courses.

Senior Courses: The senior program consists of *either* a one–semester senior essay (SA 700) *or* a two–semester senior thesis (SA 710). Normally the latter is carried out during the fall and winter terms. The senior essay should be written in the fall term. Variations from these patterns are possible only by permission of the department.

A special senior seminar (for both SA 700 and SA 710 students) will be conducted in the fall semester. Its purpose will be to consider recurring research and writing problems.

Departmental Honors: Only students who elect to write a senior thesis (SA 710) become eligible for Departmental Honors. To achieve Honors, one must do superior work on both the senior thesis and course work in the department. Specifically, the level of Honors will depend upon (a) achieving a minimum of a B average in all Sociology/Anthropology courses and (b) the final thesis grade: B+ = Honors; A– = High Honors; and A or A+ = Highest Honors.

INTRODUCTORY COURSES

SA 103 Selected Topics in Socio–Cultural Anthropology Spring

This course introduces students to the varieties of human experience in social life and to the differing approaches and levels of analysis used by anthropologists to explain it. Topics include gender roles and kinship, linguistic and belief systems, power and authority, and the organization of production. Ethnographic examples are drawn chiefly from non–Western societies, from simple bands to great agrarian states. The ultimate aim is to enable students to think critically about the bases of their own culture and about practices and beliefs previously unanalyzed and unexamined. Ms. Oxfeld

SA 105 Sociological Theory Fall

This course examines the intellectual origins of the sociological tradition, focusing on changing conceptions of the individual and society, social order, social change, industrialization, and modernity. Readings are taken from original texts with a special emphasis on the work of Marx, Weber, and Durkheim. An effort will be made to identify recurrent substantive and methodological issues that arise in social theory as well as illustrating how these theories can be used to generate ideas about present–day problems. (This course serves as an introduction to sociology.)

Staff

[SA 170 Anthropology Through the Arts]

SA 190 The Evolution of Humans and Prehistoric Cultures Fall

Course aim is to develop students' critical analytic abilities by examining human evolution, paying particular attention to explanations of how our ancestors passed the following seven major milestones in our evolutionary past – 1) the appearance of primates, 2) the move from the forest to the savanna, 3) the adoption of bipedalism, 4) the elaboration of human culture on the basis of the hunting and gathering, food–sharing, and tool–making complex, 5) the gradual development of locally adapted subsistence strategies and cultural diversity, 6) the emergence of agriculture, and 7) the founding of cities and states. 2 hrs. lect., 1 hr. disc., 1 hr. film. Mr. Andrews

SA 191 Introduction to Women's Studies in the Social Sciences Fall

This course will explore the multi–faceted ways in which gender as a social construct contributes to the asymmetric organization of our social worlds. Through a thematic and interdisciplinary approach we will explore the major contributions of feminist theory to modern scholarship as well as its implications for social change. While focussing primarily on the United States context, the course will necessarily incorporate the crucial challenges of black, "third world" and international feminist voices. Ms. Nelson

THEORY AND METHOD

SA 301 The Research Process – Sociology Spring

Introduction to the basic tools of sociological research from problem formulation (relationship of concepts, hypotheses and theory) through strategies of design and data collection, to analysis and presentation of results. Exposure to interviews, structured observation and participant–observation. Concentration on the survey approach, with the class conducting an actual sample survey. Submission of the senior project proposal. Strongly recommended for juniors. (SA 105 or permission) Staff

SA 302 The Research Process – Anthropology Fall

The aim of this course is to prepare the student to conduct research, to evaluate and present research in a scholarly manner and to evaluate critically the research of others. Practice and evaluation of such basic techniques as observation, participant–observation, structural and open–ended interviews and use of documents. Introduction to various methodological and theoretical frameworks. Thesis or essay prospectus is the final product of this course. Strongly recommended for juniors.

Mr. Napier

SA 305 Topics in Contemporary Social Theory Fall

This course will analyze the way that sociological and anthropological theory can contribute to our understanding of the social world. The objective is to provide the students with a better understanding of how various

theoretical approaches in the two fields have highlighted and analyzed certain aspects of the organization of human society. By comparing approaches to common problems, the course will also bring to the fore recent challenges that have emerged from the "margins" of both disciplines. (SA105) Ms. Nelson

SOCIAL ORGANIZATION AND COMPARATIVE INSTITUTIONS

SA 304 Women, Culture and Society Spring

The study of women cross–culturally raises a number of difficult and delicate issues. Do women constitute a legitimate category of analysis? What explains the diversity of women's roles across societies? How do we assess women's status and power? What forces create changes in women's roles? This course attempts to answer these questions and to compare and contrast women's roles in a variety of societies. Analysis will concentrate on three primary domains: family and kinship; symbolic systems; and political economy. Course readings deal primarily with non–Western societies, but not exclusively so.
Ms. Oxfeld

[SA 307 Social Movements and Collective Action]

[SA 308 Sociology of Religion]

SA 310 Political Sociology Fall

This course provides an introduction to the major theoretical perspectives (pluralist, Weberian, Marxist, etc.) and basic concepts (power, state, parties, etc.) used in the field of political sociology. Focusing on the social bases of power, the course gives special attention to the often contentious relationship between class, race, and gender issues and the American political system. This is done by drawing on a number of contemporary and historical case studies. Staff

SA 315 Sociology of Education Spring

In this course we will study education both as a social institution and as a social process. In our analysis of education and its relationship to the structure of society, we will pay particular attention to the intersection of gender, class, race and ethnicity within schools. Our objective will be to explore the ways in which education might contribute to the reproduction of social inequalities as well as its potential for social change. The substantive focus will be on American society. (This course will receive Teacher Education credit.)
Ms. Nelson

SA 345 Sociology of Work Spring

This course reviews sociological theories of work and the labor process. Topics include social control at work, social structure of the workplace, automation, labor relations, work experience of the participants, job segregation by gender and race, etc. Staff

SA 380 The Anthropology of Religion Fall

The anthropology of religion is a study of the cultural implications of certain modes of religious thought. The function of specialists, such as shamans and priests, will be analyzed as will several aspects of social organization that have a religious foundation. Emphasis will be placed on traditional non–Western and tribal societies. Mr. Napier

[SA 385 Medical Sociology]

[SA 387 Medical Anthropology: The Healer's Art]

[SA 390 Sociology of Women]

AREA STUDIES

SA 321 Native Peoples of North America Spring

This course focuses on the aboriginal people inhabiting the area extending from northern–most Alaska to the southern frontiers of the Maya empire in Central America. We will consider their origin and how they become differentiated from a widespread hunting and gathering life to one that included ranked and stratified societies, the latter organized in the form of States, e.g., Aztec and Maya. We will consider what happened to these people after European contact as well as their contemporary condition. 3 hrs. lect., 1 hr. film. Mr. Andrews

SA 326 Latin American Culture and Society Spring

This course examines the features that distinguish the Latin American cultural area as seen from the anthropological perspective.

After examining the several frameworks of subcultures and social classes, we then examine the Latin American cultural values and their social manifestations, e.g., machismo, caudillos, co–Godparenthood. We will also discuss the implications of the Latin American socio–cultural milieu for the development process. 3 hrs. lect., 1 hr. film.
Mr. Andrews

SA 335 Chinese Society and Culture Fall
China serves as a case study in the anthropological analysis of a complex non–Western society. This course will be a survey of the principal institutions and ideas which form the background to modern Chinese society. Topics covered include family and kinship, religion, political and economic systems, and social change. Materials will be drawn from descriptions of traditional, contemporary (including both mainland and Taiwanese settings), and overseas contexts. Ms. Oxfeld

[SA 336 Indian Society]

SOCIAL PROCESS AND SOCIAL PROBLEMS

[SA 340 American Society]

[SA 343 American Community Studies]

[SA 352 Social Psychology]

SA 354 Ethnic Groups in the United States Fall
This course will focus on the various ethnic groups that are found in the United States. Particular attention will be paid to (1) the relationship between ethnicity and personal identity, (2) the relationship between the various ethnic groups and the larger American society and culture, and (3) the implication of ethnic studies for theories of acculturation and culture change. Some of the major ethnic groups considered are African–Americans, Jews, Hispanics and Indians. 3 hrs. lect. / disc., 1 hr. film.
Mr. Andrews

[SA 355 Race and Ethnicity]

SA 370 Social Inequality Spring
Readings and lectures in this course will analyze the distinctive and shared dynamics of different forms of structured inequality in the United States, particularly class, race, gender, and sexuality. Topics include theories of stratification, status, and power; social mobility; styles of life of various social classes; recent trends in occupational stratification; consequences of stratification. Staff

[SA 382 Symbolic Anthropology]

[SA 388 Deviance]

[SA 396 The Sociology of Death and Dying]

[SA 488 Seminar on the Sociology of Emotions]

[SA 489 The Sociology of Mental Illness]

SA 500 Advanced Individual Study Fall, Spring
Open to qualified students, by permission. Staff

SENIOR PROGRAM

SA 700 Senior Essay Fall
Under the guidance of a faculty member, a student will carry out an independent, one–semester research project, often based on original data. In addition, a senior seminar, in which recurring problems in writing will be discussed, will be held during the fall semester. The final product must be presented in a written report of 30–45 pages, due at the end of the fall term. Staff

SA 710 Senior Thesis Fall, Winter
Under the guidance of a faculty member, a senior will carry out an independent research project, often based on original data. In addition, a senior seminar, in which recurring problems in thesis writing will be discussed, will be held during the fall semester. Data must be analyzed and presented in a written report of 70–80 pages. Superior performance will be considered for Honors (see information on "Departmental Honors.") Due at the end of the winter term. Staff

SPANISH

Professors: Alicia Andreu (on leave Spring), Roberto Véguez *Associate Professor*: Eduardo Béjar (Chair) *Assistant Professors*: Evelina Félicité–Maurice, Jose Alberto Portugal, Gladys White *Lecturer*: Judith Liskin–Gasparro *Assistant*: Staff

In its program of studies in Spanish, the department of Spanish/Italian is committed to the twofold aim of developing in its students a full command of the language as well as a mastery of a body of knowledge reflecting the rich contribution of the Hispanic peoples to the world's literature and culture. The early courses concentrate on the rapid and thorough development of the fundamental language skills in preparation for the more advanced courses in language, literature, and culture and civilization. Integrated with the department's offerings are the Middlebury Program for juniors in Madrid and the Middlebury Summer Language School of Spanish, including intensive courses from the beginning level. Upon approval, students may opt to study in Spanish America. Non–majors are encouraged to take advantage of these opportunities to widen their educational horizons by studying in the context of another cultural milieu. Majors are encouraged to supplement their programs by selecting in consultation with the department, courses from related areas.

Major Program: The major consists of a minimum of eleven courses, including the following: 1) up to two courses of the series SP 300, 301 or 302 (one is required to go abroad). SP 301 is strongly recommended for study in Spain; SP 302 for study in Spanish America; 2) at least two literature courses at the 300 level (not including SP 300); and 3) at least one advanced course beyond the 300 level during the senior year. No more than two courses at the 100 or 200 levels may be counted toward the major. SP 101, 102, 103, and 201 do not fulfill the distribution requirement; SP 219 may count toward the distribution requirement.

Joint Majors: The Spanish component of a joint major will consist of at least seven courses from departmental offerings. No more than two at the 100 or 200 levels may be counted. Other requisites include SP 300, or SP 301 or SP 302, and at least one advanced course beyond the 300 level during the senior year.

Programs Abroad for Juniors: The department expects that majors will spend at least one semester in residence in a Spanish–speaking country. Middlebury offers both year and semester programs in Madrid. Students who are interested in going abroad and who are also double or joint majors or are thinking of participating in the Teacher Education Program should consult with their advisors in both areas as early as possible to avoid any conflict in plans. Students planning to go abroad are required to have taken either SP 300, 301 or SP 302. The deadline for applications is February 1. Students interested in attending the program in their junior year should consult the dean of the Spanish School, preferably before registration for fall semester of their sophomore year.

The following is a representative list of courses offered in the Middlebury Program for juniors in Madrid in the last few years.

Fall

338 Gobierno e instituciones españolas
339 Política española contemporánea
345 Historia de Latinoamérica comtemporánea
348 Instituciones financieras españolas
408 Teoría y práctica de la traducción
465 Poesía española contemporánea

Spring

331 Fondo histórico de España
340 Arte en los museos de Madrid
342 La actualidad española
349 Sistemas políticos contemporáneos
410 El subjuntivo
461 Narrativa de la tierra en Latinoamérica

Honors: Upon completing an advanced course beyond the 300 level during the fall semester of the senior year, the student may be nominated as an Honors candidate (SP 705). The department will award Honors, High Honors, Highest Honors on the basis of the student's thesis completed in SP 705 and his or her previous work in the department.

A Spanish major will be expected to have a thorough command of the language, to be conversant with the major currents of Hispanic literature, and to have a broad knowledge of Hispanic culture gained through the experience of courses at Middlebury and study

abroad. SP 705 is not considered one of the eleven courses required for the major.

SP 101 Intensive Beginning Spanish Fall

An introduction to the Spanish language that provides a foundation in both spoken and written Spanish. An integrated program, focusing on vocabulary development, conversation practice, and the rapid mastery of basic structures, encourages students to develop skills in a personalized context. ***This course is for students who have not studied Spanish before.*** Five class meetings per week (three grammar/conversation classes, two drill sections). This course may not be used to fulfill the Foreign Languages distribution requirement. Ms. Andreu

SP 102 Intensive Beginning Spanish Winter

A continuation of SP 101, required for enrolling in SP 103. This course may not be used to fulfill the Foreign Languages distribution requirement. Staff

SP 103 Intensive Beginning Spanish Spring

A continuation of SP 102. Emphasis on increased oral proficiency in the language through continued conversation, vocabulary development, and mastery of structures. Five class meetings per week. This course may not be used to fulfill the Foreign Languages distribution requirement. Mr. Béjar

SP 201 Intermediate Spanish Fall, Spring

A course designed to consolidate the skills attained in SP 101–103 or its equivalent. Readings, discussions and compositions. This course may not be used to fulfill the Foreign Languages distribution requirement.

Ms. Liskin–Gasparro, Mr. Véguez

SP 219 Self–Expression in Spanish Fall, Spring

A middle course for students seeking to perfect their command of Spanish. The course will consist of oral and written assignments on a variety of topics chosen to increase the students' control of the structures and vocabulary of the language. The course will also include a thorough review of grammar at a fairly advanced level. This course may be used to fulfill the Foreign Languages distribution requirement.

Mr. Béjar, Ms. Liskin–Gasparro, Mr. Portugal

SP 300 An Introduction to the Study of Hispanic Literature Fall, Spring

An advanced language and literature course designed to perfect skills in literary analysis and critical writing. The work will be based on the reading of a number of outstanding works in prose and poetry. Frequent short, critical essays will complement the reading and provide the student with practice in writing. (SP 219 or equivalent)

Ms. Félicité–Maurice, Mr. Portugal

SP 301 An Introduction to Spain Fall, Spring

This course will study the history, art and literature of Spain as a way of understanding better the culture of the country. It is strongly recommended for students planning on going to Madrid with the Middlebury program. **This course is closed to juniors and seniors returning from study in Spain.** Mr. Véguez

SP 302 Ideas and Cultures of Spanish America Fall, Spring

An analysis of major socio–political and cultural elements present in representative Spanish–American texts, from the initial period of the conquest to the present time. Works to be discussed will illustrate cultural elements that bear upon the formation of present day Spanish–American civilization. **This course is closed to juniors and seniors returning from study in Spanish America.**

Ms. Félicité–Maurice

SP 311 Words in Action: Contemporary Hispanic Theatre Spring

This course will study the main literary and socio–political issues inscribed in representative plays from the Hispanic world. We will read texts by Garcia Lorca, Buero Vallejo, Usigli, Triana, Marques, etc. (SP 300, 301 or 302) Mr. Béjar

SP 312 Spanish as the Fabric of Verse Spring

This is a topics course in Hispanic language and literature. It combines an introduction to modern poetry with an advanced lan-

guage program. We will work with a selection of poets from Spain and Spanish America. For students who have not studied abroad. (SP 300, 301 or 302) Mr. Portugal

SP 321 The Literature of Spain Fall
An introduction to masterworks of Spanish literature. We will examine the historical and cultural backgrounds of the periods under study, and discuss the literary works that best represent it. Students will be required to do class presentations and to write papers.
Staff

SP 322 The Literature of Spanish America Spring
An introduction to masterworks of Spanish American literature. We will examine the historical and cultural backgrounds of the periods under study and discuss the literary works that best represent it. Students will be required to do class presentations and write papers.
Staff

400 level courses are seminars intended for seniors who have already completed SP 300, 301 or 302, and two other courses in Spanish at the 300 level, or with permission of the instructor.

SP 402 Cervantes y *el Don Quijote* Spring
A detailed discussion and analysis of the *Quijote*, with additional readings from major literary and cultural sources. (Seniors/others by permission) Mr. Véguez

SP 476 Caribbean Women Writers: Expanding the Canon Spring
This course will examine in detail several women writers from the Caribbean. A variety of social–cultural and critical approaches will be used to highlight the importance of subcultures, social stratification and value orientations. (Seniors/others by permission)
Ms. Félicité–Maurice

SP 479 A Broad and Alien World Fall
In this seminar we will focus on works by Latin–American writers who have attempted to express in their narratives the world view of those who experienced the process of political revolution and modernization as social and cultural cataclysms. Texts by Juan Rulfo, José María Arguedas, A. Roa Bastos and Tomás Rivera. Film versions of novels by Graciliano Ramos and C. Lispector. (Seniors/others by permission) Mr. Portugal

SP 481 Spanish Women Writers: Expanding the Canon Fall
This course will study in detail a number of texts by women writers from Spain. A variety of critical approaches will be utilized to highlight the works of these women and to offer a reappraisal in a feminist light. (Seniors/others by permission) Ms. Andreu

SP 500 Independent Study Fall, Spring
The department will consider requests by qualified juniors and seniors to engage in independent work. Staff

SP 705 Seniors Honors Thesis Spring
Requirements:

1. A student with a departmental average of B+ and senior work of B+ or better may initiate the procedure for an Honors Thesis proposal.
2. The student should have a topic which he/she wants to develop into an Honors Thesis.
3. The topic should derive from studies and experiences in the Hispanic field at Middlebury.
4. The student submits a thesis proposal with a bibliography to a prospective advisor in the Department by *November 1*.
5. If the subject matter is deemed viable by the advisor, the proposal will be reviewed by the department.
6. Students will be notified of their grade in the senior course the week after Christmas.
7. Final proposals are to be submitted by the second Friday of winter term.
8. The due date for the first draft of the thesis is April 1.
9. The due date for the final copy of the thesis is the last day of classes.
10. The department nominates a second reader for each thesis project. The second reader will participate in the correction of and commentary on the first draft. In case of a discrepancy, the department chair makes the final decision.

TEACHER EDUCATION

Associate Professor: Richard Dollase (chair)(on leave, spring term) *Assistant Professor*: John Norman *Lecturers*: Joanna Hall, Harry Lawrence, Betsy Thurber

While the Teacher Education Program is not a major, successful completion of all the requirements of the program will be registered on the student's transcript as a concentration or as a minor. The program offers students opportunities to study educational issues and to prepare themselves as elementary or secondary teachers. Upon graduation, students who have successfully completed one of the programs described below are licensed to teach in the State of Vermont, whose licensee is recognized by the following states. (However, some states now require a teacher competency examination before licensure will be granted.)

Alabama	New Jersey
California	New York
Connecticut	North Carolina
Delaware	Pennsylvania
Florida	Rhode Island
Hawaii	South Carolina
Idaho	Tennessee
Maine	Utah
Maryland	Virginia
Massachusetts	Washington
New Hampshire	West Virginia

District of Columbia
Overseas Dependent Schools

The initial Vermont Professional license (Level one: Beginning Educator's License) is for a two–year period. It may be renewed indefinitely.

After successful completion of two years of teaching and on the recommendation of the local standards board, a Level One teacher is eligible for the Level Two Professional Educators' License. The Level Two teaching license is renewable every seven years.

Holders of the initial Vermont license who are teaching in another state must qualify for a regular professional license according to the requirements of that state.

Students interested in earning teacher licensure should notify the Teacher Education office of their interest as early as they can, preferably by the fall of sophomore year. Planning ahead will avoid conflicts later on. Students should plan on devoting a full term (4 course units) to their student teaching and their study of teaching methods.

In order to gain teacher licensure in the State of Vermont, a prospective teacher must submit a portfolio that demonstrates his or her teaching competence with regard to the subject matter, teaching strategies and skills, and professional relations. The portfolio will be organized around a series of substantive questions that the applicant will be asked to reflect upon throughout his or her preparatory courses. The portfolio will be reviewed periodically, and at the end of the practicum the student teacher will make an oral presentation to a Teacher Education review committee.

Requirements for elementary licensure (K–6):

1) One term of college science preferably in the physical sciences; one–term course in mathematics (highly recommended; see mathematics department for relevant courses).
2) A one–term course in the foundations of education. (PY 225 Child Psychology or TE 203 Curriculum History in Elementary and Secondary School Settings.)
3) A one–term course on the methods and materials of teaching reading, language arts and the social studies at the elementary school level. (TE 205.)
4) A one–term course on the methods and materials of teaching mathematics and science at the elementary school level. (TE 210.)
5) A Winter Term course on the methods and materials of teaching the arts at the elementary school level.
6) The professional semester:

   TE 404 Curriculum Development in Elementary Education. (Seminars/Workshops in physical education and health education.)

   TE 405–406–407 Student Teaching in the Elementary School, and satisfactory review of the student teacher's portfolio by the Teacher Education Program Review Committee.

Requirements for secondary licensure (7–12):

1) A major or its equivalent in a discipline which coincides with a subject taught widely in public secondary schools is necessary for teacher licensure. Middlebury College presently recommends students for secondary–level licensure in the following areas:
   Art, (pending approval), Dance (pending approval), English, French, German, Russian, Spanish, Mathematics, Biology, Chemistry, Geology, Physics, Earth Science, Science, History and the other social sciences. Students who intend to major in the social sciences or who wish double licensure should consult the Director of Teacher Education as early as possible in their college careers.
2) A one–term course in the foundations of education. (TE 201: Critical Issues in American Education, TE 202: Issues in Adolescent Development, or TE 203: Curriculum History in Elementary and Secondary School Settings)
3) A Winter Term field experience course working as a teacher assistant in a secondary school.
4) A one–term course on the methods and materials of teaching reading and study skills in secondary school subjects. (TE 220.)
5) The professional semester:
   TE 414 Problems and Methods of Secondary Education,
   TE 415–416–417 Student Teaching in the Secondary School,
   and satisfactory review of the student teacher's portfolio
   by the Teacher Education Program Review Committee.
   The following Foundation of Education Course is highly recommended:
   SA 315 Sociology of Education
   (See Sociology/Anthropology)
6) **Winter term courses in teacher education:** Three winter term courses are regularly offered at Middlebury.

[TE 201 Critical Issues in American Education]

TE 202 Issues of Adolescent Development Fall

Multiple perspectives on the physical, cognitive and psychosocial transitions related to adolescent development. Drawing upon cross disciplinary studies from psychology, sociology and the field of education, topics considered include adolescent peer culture, adolescent ethnocentrism, new male/female roles, gifted education, and learningneeds and learning problems of the adolescent. Field work is required for those planning to teach at the secondary level. (Seniors must have permission of instructor to enroll.) Mr. Dollase

TE 203 Curriculum History in Elementary and Secondary School Settings Spring

This course will examine various aspects of educational programs over time in different social, economic and political contexts. Those aspects include what is taught, what students learn, what teaching and learning strategies are used, and how a course of study is organized. There will be a particular focus on the emergence of the curriculum idea, the nineteenth–century struggle for the American curriculum, the formation of school subjects, and traditionalism and progressivism in the curriculum. Ms. Hall

TE 205 Methods of Teaching Language Arts in the Elementary School Spring

An introduction to curriculum theory and design in language arts and social studies. In addition to the three hours of weekly class, students spend two to three hours per week observing elementary school classes in the Middlebury area. Field work is required for those planning to teach at the elementary level. Staff

TE 210 Methods of Teaching Mathematics and Science in the Elementary School Fall

An examination of current trends in content, methods and materials of elementary school mathematics and science. In addition to the three hours of weekly seminars, students spend two to three hours per week observing in elementary school classes in the Middlebury area. Ms. Hall

TE 220 Teaching Reading and Study Skills in Secondary School Subjects Fall

An introduction to curricular and instructional theory as it relates to the teaching of reading and study skills in the secondary school content areas. In addition to the weekly seminar, students are expected to spend two or more hours per week observing and tutoring in secondary schools in the Middlebury area.

Mr. Dollase

TE 230 The Profession and Practice of Educational Evaluation Spring

An introduction to the theoretical and practical frameworks of program evaluation in educational contexts. Specific seminar topics include, but are not limited to, the following: needs assessment techniques, social and political factors that influence the utility of evaluation, quantitative and qualitative approaches to measurement, guidelines for conducting formative and summative evaluations, data–gathering designs, sampling strategies, and measuring and assessing affective variables. Open to sophomores, juniors and seniors. Mr. Norman

TE 240 Leadership and Power in Educational Organizations Fall

This course provides a comprehensive overview of modern approaches to understanding, leading, and managing educational organization. The readings will focus on leadership, organizational culture, and power relations in such organizations. We will look at different forms of power, different approaches to leadership, and different organizational contexts to see how they relate to each other.

Mr. Norman

TE/ES 302 An Experiment in Environmental Education Fall

See The Program in Environmental Studies listings for description. Mr. Elder

TE 305 Contemporary Topics in Higher Education Fall

An analysis of the major issues relating to institutions of higher education. Specific seminar topics include selective admissions, the value of college education, college athletics, grading and evaluation, academic freedom and tenure, financing higher education, and governance and power. (Course limited to 12)

Mr. Norman

TE 310 Urban Education Fall

Education problems of the inner city considered in the context of schools and community. Current issues and crises in urban education are examined from historical, philosophical, psychological and pedagogical perspectives. Topics include compensatory education and head start, curriculum of inclusion, school desegregation, bilingual–bicultural education, cognitive styles and student resistance and drop outs. (Enrollment limited to 15 students. Open to Juniors and Seniors) Mr. Dollase

TE 404 Curriculum Development in Elementary Schools Fall, Spring

Concurrent with elementary student teaching, this course is designed to provide guidance in curriculum development and its implementation in the classroom, and to explore some of the issues related to the teaching process and profession. Methods and materials in the teaching of health and physical education will also be considered. (Co–requisite: TE 405–406–407) Ms. Hall

TE 414 Problems and Methods in Secondary Education Fall, Spring

The purpose of this course is to extend the study of general methods of teaching in the secondary schools and to provide study in the curriculum and special methods of specific teaching fields. (Co–requisite: TE 415–416–417) Mr. Dollase, Ms. Thurber, Mr. Lawrence

TE 415 Student Teaching in the Secondary School Fall, Spring

A semester–long practicum in a local secondary school under the direct supervision of an experienced master teacher. Weekly seminars provide a continuing support system for student teachers by establishing a congenial forum of peers and college supervisors for the sharing of ideas, problems, and experiences. (Co–requisite: TE 414)

Mr. Dollase, Ms. Thurber, Mr. Lawrence

TE 416 Student Teaching in the Secondary School
Fall, Spring

See TE 415.

TE 417 Student Teaching in the Secondary School
Fall, Spring

See TE 415.

Winter Term Courses:

Children and the Arts

A study at the elementary level of arts education programs, specialized arts instruction, the integration of the arts into classroom activity and community arts resources, with particular emphasis on the value of the arts and on the creative process. Students will participate five hours a week in a local arts program for children. Students will gain a fuller appreciation of the creative process through study arts activities and a portfolio of their artistic works. This course is required for students concentrating in Teacher Education at the elementary level. Staff

Field Experience in Secondary Education

This course provides students with the opportunity to explore the possibility of a career in teaching. During the term, each student will be assigned to work with a regular classroom teacher in a local secondary school as a teacher assistant. Tasks will vary but usually include observing classes, tutoring, directing small–group work, etc. Students are required to be in the school five mornings per week (8:30–1:00). In addition, seminars will be held on two afternoons (1:30–3:00) on campus to discuss the field experience. This course is required of students planning to concentrate in the secondary teacher education program. Prior to registering, students should complete and return a field placement application available in the Teacher Education office.

Ms. Vaill

Field Experience Internship at DeWitt Clinton High School

This course provides teaching and learning opportunities at DeWitt Clinton High School, an urban school in New York City. During the term, each student will be assigned to work as an intern with a classroom teacher. Tasks will vary but will include observing classes, tutoring, grading quizzes and homework, directing small–group work, and perhaps making some large–group presentations. Students are required to spend five full days at the school each week. Prior to registering, students should have filled out an application available from the Teacher Education office, and completed an interview with the DeWitt Clinton Internship Committee. Limit on enrollment: 10 Honors, Pass, Fail Mr. Dollase

THE PROFESSIONAL SEMESTER

Admission to the professional semester is by application only. Application forms may be obtained in the Teacher Education office. Students who intend to student teach during the fall semester must submit their completed applications no later than March 15 of the previous semester. Students who intend to student teach during the spring semester must submit their completed applications no later than October 15 of the previous semester. In order to be assured of a positive recommendation for licensure, students must complete the student teaching experience (TE 405, 406, 407, or TE 415, 416, 417) with a grade of at least B.

The Ninth Semester Program: Students who wish to gain teacher licensure but are unable to complete the professional semester during their undergraduate years, may apply to undertake student teaching shortly after their graduation. To be eligible, students must complete all pre–practicum course requirements, including 60 hours of field work at an elementary or secondary school, and meet the prerequisites for acceptance into the professional semester (see below). Tuition is the equivalent of the one–course fee charged for that semester. In addition, students will be expected to live off campus and to provide for their own housing and meals.

Prerequisites to the professional semester are as follows:

Demonstrated competence in writing, speaking, mathematics, and mastery of the subject matter as attested by:

- successful completion of a first–year student writing course;
- assessment by the Teacher Education Program staff of a student's language facility in methods and materials courses;
- achievement of a score of 475 or more on the mathematics section of the Scholastic Aptitude Test or passing basic skills test in mathematics;

– assessment by the department chair in the student's major (secondary) or by the appropriate liberal arts faculty and the Teacher Education Program staff (elementary).

Demonstrated intellectual competence as attested by one or more of the following:

– an overall B average the semester before student teaching;
– a B average in field of major studies before student teaching;
– review by the Teacher Education Program Committee of the applicant's transcript and letters of evaluation by the department chairman (or designate) in the major and by other liberal arts professors. The recommendation of the Teacher Education Program Committee will be submitted to the Vice President for Academic Affairs final approval.

Demonstrated commitment and personal qualities needed for a successful career in teaching as attested by:

– satisfactory performance in field work in the school as an observer, tutor or teacher assistant;
– a recognized interest in undertaking student teaching and considering a career in education that is reflected in a personal statement and in an interview with the Teacher Education Program staff;
– possession of such personal qualities as concern, enthusiasm, openness, empathy, cooperativeness and flexibility to adapt to new situations as evaluated by the Teacher Education Program staff, cooperating teachers involved in the student's field work and by other faculty at the College.

Also the following course requirements must be completed:

1. For elementary licensure, successful completion of PY 225 (or an equivalent course in the foundations of education), TE 205, TE 210, a winter term methods course in the arts and music, and a one–semester course in science.
2. For secondary licensure, successful completion of TE 201 (or an equivalent course in the foundations of education) and TE 220.
3. For all secondary–level licensure fields, the Teacher Assistant Program (winter term) is required.

Students accepted for student teaching should register for four courses in the same term as follows:

Elementary Education

TE 404 Curriculum Development in Elementary Schools
TE 405–406–407 Student Teaching in Elementary Education

Secondary Education

TE 414 Problems and Methods in Secondary Education
TE 415–416–417 Student Teaching in the Secondary School

THEATRE, DANCE AND FILM/VIDEO

Professors: Ted Perry, Douglas Sprigg *Associate Professors*: Andrea Olsen, Richard Romagnoli(Chair) *Assistant Professors*: Jule Emerson, Mark Evancho, Cheryl Faraone, Arthur St. Leger Grindon, Sarah Projansky *Lecturers*: Penny Campbell, Kim Bent, Donald Mitchell *Technical Directors*: Richard Forman, Allison Rimmer *Technical Director for Dance*: B. St. John Schofield *Costumer*: Linda Waters

MAJOR PROGRAM

The Department of Theatre, Dance, and Film/Video provides intensive exposure to several artistic forms. Students electing a major can expect to pursue acting, directing, design, playwriting, dramatic literature, dance, film/video, screenwriting, and video–making.

Required for the major: All majors take the following courses: The Creative Process (TH 116)and Independent Project (TH 500). In addition to these core courses, students majoring in this department will choose an emphasis in theatre, dance, or film/video.

THE THEATRE EMPHASIS

Designed to encourage creativity, artistic excellence, and a vigorous exploration of the current and historical possibilities for theatrical expression, the theatre emphasis guides students towards an integrated understanding of all aspects of the theatrical experience while sharpening their creative skills as actors, directors, designers, and playwrights.

Students choosing the THEATRE EMPHASIS will take TH 214: Directing I, plus

one course in Design to be determined in consultation with their advisor. In addition, students will choose either the Acting/Directing Track or the Design/Production Track.

Acting/Directing Track

Students choosing the Acting/Directing Track will take three courses in Drama/History (see below) and five courses in Performance (see below), to be determined in consultation with their advisor.

Design/Production Track

Students choosing the Design/Production Track will take AR 101, AR 102, plus one course in Drama/History (see below) and five courses in Design (see below), to be determined in consultation with their advisor.

Drama/History: Introduction to Drama Study (TH 106), History of Fashion (TH 115), History of Western Drama (TH 126), Contemporary Women Playwrights (TH 206), American Drama (TH 216), Modern Drama (TH 226), Twentieth–Century Experiments (TH 306), Shakespeare (EL 321).

Performance: Acting I (TH 102), Acting II (TH 202), Voice for the Actor (TH 302), Acting III (TH 402), Movement Intentionality (TH 279), Production Studio: Acting/Directing (TH 110/120)*, Repertory Company (TH 429)*, Playwriting I (TH 218), New Plays: Playwright and Directors (TH 228), Senior Independent Project (TH 700).

Design: Visual Creativity for the Stage (TH 101), Costume Design I (TH 105), Scenic Design I (TH 111), Lighting Design I (TH 113), History of Fashion (TH 115), The Psychology of Dress (TH 125), Costume Design II (TH 215), Scenic Design II (TH 221), Lighting Design II (TH 223), Production Studio: Design (TH 119/129)*. Repertory Company (TH 429)*, Stage Makeup, Specialized Costuming Techniques, Fabric Painting and Dyeing, Environmental Design for Music, Senior Independent Project (TH 700).
(*Only one)

THE DANCE EMPHASIS

Central to the dance emphasis is the development of the creative artist through critical study and practice in modern and post–modern dance techniques, improvisation and choreography, history, anatomy and kinesiology, theoretical issues and performance. Additional depth and range are achieved through work in theatre, art, music and other areas of the College curriculum. Independent projects in the junior and senior years consolidate learning in special areas of interest.

Dance History (TH 284), Anatomy and Kinesiology (TH 276), a critical studies course such as Aesthetics (PA223), three terms of technique above the 200 level, and a Senior Independent Project (TH 700) are required. Two courses chosen from the regular fall and spring course offerings in the dance program, two performance or design courses in theatre, and one course each in music and art complete the recommended program of study for the dance emphasis.

THE FILM/VIDEO EMPHASIS

Film and video are viewed in their broadest cultural implications and as independent art forms. Some course offerings stress the historical and critical study of film, television, and video, while other courses provide opportunities for making films (using video) and writing screenplays.

Students who select a film/video emphasis take Film Form and Film Sense (TH 130) as well as Sight and Sound I (TH 135) or Screenwriting (TH/EL 240). They also take Film History (TH 231), as well as one of the following: Film and Modernism (TH 330), History of Video (TH 333), or Japanese Cinema (TH 237). In addition, majors select four additional film/video courses taught within the department during a regular term. Three cognate courses are also required for the film/video emphasis; they are chosen, after prior consultation with the student's advisor, from among the College's regular offerings (200–level or above) in twentieth–century art, history, political science, literature, theatre, literary criticism, aesthetics, and American Civilization.

Students with an average of B+ or better in Film/Video courses and a B+ in TH500 (Junior Independent Project) may propose to do a TH 700 (Senior Independent Project).

DEPARTMENTAL HONORS

Students who maintain an average of B+ or better for courses taken within the department are eligible for departmental honors. To be eligible for High Honors or Highest Honors, a student must have completed a high–quality Senior Independent Project (TH 700).

International Major

Students may choose to pursue an International Major in the department by taking the normal number and sequence of courses for the major, plus two to four courses in the discipline taught in a foreign language at a Middlebury School Abroad or an approved equivalent, plus an advanced course in the department of the student's foreign language. Normally the TH 700 project will make use of the student's work in the foreign language.

COLLEGE WRITING PROGRAM

TH/EL 240: Screenwriting Workshop I fulfills the College Writing requirement.

DEPARTMENTAL COURSES

TH 116 The Creative Process: Theatre, Dance and Film Spring

A working examination of the process by which ideas are created and given shape in theatre, dance, and film. The individual creative experience is explored in terms of working methods and perceptual forms. Lectures, discussions, presentations and readings. Required of all majors in the Department of Theatre, Dance, and Film/Video, a hands-on experiential course also suggested for students interested in exploring their creativity. (First and second year students only)

Ms. Campbell, Ms. Faraone

TH 500 Independent Project
Fall, Winter, Spring

In consultation with their advisors, majors will propose a TH 500 Independent Project. Proposal forms approved by the student's advisor will be submitted to the department by April 15th of the previous term for those wanting credit in the fall term, by October 15th for those wanting credit in the winter term, and by November 1st for those wanting credit in the spring term. Projects will conform to Handbook "500" regulations and to the stipulations in the guidelines, which are available in the department office. Staff

TH 700 Senior Project
Fall, Winter, Spring

Majors who have successfully completed a TH 500 project have the option of proposing to undertake a TH 700 project. The deadlines for submitting proposals are the same as those indicated for TH 500 projects. This option exists only for superior students with well–planned proposals, who have demonstrated an ability to create independent work of exceptional quality. Students should speak to their advisor about specific requirements for each emphasis within the department. Staff

THEATRE COURSES

TH 101 Visual Creativity for the Stage Fall

The study of artistic visual principles as they apply to all artists in Theatre, Dance, and Film/Video. Students will develop an understanding of color, line, form, shape, texture and balance. The psychology of color and light will also be explored. Projects in design are intended to stretch the student's artistic imagination. The class is designed for all students interested in the visual and the performing arts and serves as an introduction into set, costume, and light design. Mr. Evancho

TH 102 Acting I Fall, Spring

Rigorous physical and psychophysical exercises attempt to break through the cultural and psychological barriers that inhibit an open responsiveness to impulses, to the environment, and to others. Attempt is made to free personal response within improvised scenes and, eventually, within the narrative structure of a naturalistic scene. Attention is given to various theories of acting technique. Students are required to audition for two departmental shows. (First and second year students only)

Mr. Sprigg, Mr. Romagnoli (Fall)
Mr. Bent (Spring)

[TH 106 Introduction to Drama Study]

TH 111 Scenic Design I Spring

Exploration and development of basic set design skills for theatre, dance and film/video. Class projects develop skills in researching, sketching, drafting, script analysis and presentation. Design projects challenge the student's imagination and creativity. The class is structured to appeal to any student of the visual arts. It is strongly advised, but not required, that the student first complete Visual Creativity for the Stage (TH 101). Mr. Evancho

TH 113 Lighting Design I Spring

Stage lighting is a unique craft, although it does have areas in common with the lighting of architecture, film, and television. The course examines theories applicable to all disciplines,

leading to the planning and preparation of the light plot. In addition, students will work on productions in order to better understand how theory relates to practice. It is strongly advised, but not required, that the student first complete Visual Creativity for the Stage (TH 101).

Mr. Evancho

[TH 115 The Psychology of Dress]

TH 125 The History of Fashion Fall

The course will study the different ways in which societies have clothed the human body during different periods of civilization. Beginning with the ancient Greeks, slides and readings will be used to examine the ways in which evolving styles of dress both reveal and enforce the social and political values of a society. Research projects will place particular emphasis upon the relationship between fashion and culture. Ms. Emerson

TH 202 Acting II Spring

Designed primarily for those students who have had some experience on stage or have otherwise demonstrated a serious interest in performance. The skills introduced in Acting I are given intensive application to different kinds of dramatic texts primarily realistic in nature. Attention will be given to developing physical and vocal resources and to the specific problems of each individual performer. (TH 102 and permission)

Ms. Faraone

TH 205 Costume Design and Figure Illustration I Spring

Introduction to costume design and figure illustration. Design projects concentrate on study of period dress, design elements, composition, drawing and rendering, and theatrical style as they relate to the play, the interpretation and the occasion. No prior drawing experience is assumed or expected.

Ms. Emerson

TH 206 Contemporary Women Playwrights: Searching for History and Illuminating the Present Fall

The course will include readings and discussion of the work of a number of the most influential and interesting American, Canadian, Australian and European playwrights of the 1970's and 1980's. Authors to be explored include Maria Irene Fomes, Caryl Churchill, Pam Gems, Wendy Kesselman, Corinne Jacker and others. The playwrights' concerns range from the domestic to the apocalyptic and their stylistic choices are equally wide ranging. In addition to the study of individual works, the course will also include an overview of the authors' relationship to the culture and to the art form. Ms. Faraone

[TH 208 Contemporary British Playwrights: The Second Wave]

TH 214 Directing I Fall

As a group, students will analyze a single play to discover the process involved in preparing a script for production. Attention will be given to production concepts, textual values, auditions, rehearsals, and the structuring of a performance in time and space. During the second half of the course, students will cast and direct a scene to be worked on and performed in class. The practical work is combined with extensive written analysis. (TH 102 and permission) Mr. Romagnoli

TH 216 American Drama: Contemporary Playwrights Spring

The course will analyze new plays which have been produced since America's withdrawal from Vietnam. Plays by David Manet, Sam Shepard, John Patrick Shanley, David Rabe, Marsha Norman, John Guare, Miguel Pinero, Emily Mann and others will be studied for their dramaturgical and theatrical values as well as their sociopolitical import.

Mr. Romagnoli

[TH/EL 218 Playwriting I (CW)]

[TH 221 Scenic Design II]

[TH 223 Lighting Design II]

[TH 226 Modern Drama]

[TH/EL 228 New Plays: Playwright and Director]

TH 302 Voice for the Actor Fall

Using Kristin Linklata's book, *Freeing the Natural Voice*, as its foundation, the course will introduce students to the physiological basis of voice production. By means of a series of interrelated physical and vocal exercises students will discover ways of replacing restricting pat-

terns of the voice's full potential for volume, resonance, and expressiveness. In addition, students will study and present passages of Shakespeare's verse in order to explore ways in which their new vocal skills may be used to express their increased intellectual understanding. Mr. Sprigg

[TH 306 Twentieth–Century Experiments]

TH 325 Costume Design and Figure Illustration II Spring

A continuation of the work begun in Costume Design and Figure Illustration I, the course will explore the theory and technique behind costume construction, including the use of fabrics, patterns, cuttings, fittings, etc. (TH 205 or permission) Ms. Emerson

[TH 326 History of Western Drama]

[TH 402 Acting III]

TH 404 Special Topics: Directors and Actors Spring

This course is designed as an intensive performance laboratory for students who have completed Directing I and/or done substantial work in acting. Participants will work on material from a variety of different periods of theatrical literature and produce scenes using a number of directing techniques. (TH214 or permission.) Ms. Faraone

[TH 412 Special Topics: Solo Performance Developing Original Work]

[TH 415 Special Topics: Costume Design III Multi–media Design Techniques]

[TH 425 Special Topics: Costume Construction]

PRODUCTION STUDIOS

TH 210 Fall Production Studio: Acting/Directing Fall

The cast, stage manager, and assistant director work as part of a company interpreting, rehearsing, and performing the play. Those receiving credit can expect to rehearse four to six nights a week. Appropriate written work is required. Participation in the course is determined by auditions normally held during the term prior to the performance. Candidates for stage manager and assistant director should interview with the director of the production. (Permission required)

Ms. Faraone, Mr. Sprigg

TH 219 Fall Production Studio: Design/Production Fall

In preparing two fully produced theatrical productions for the stage, students will participate in and be exposed to professional production practices in all areas of theatrical design, including sets, costumes, props, lights, and sound. Students will be involved in planning, building, painting, construction, and the running and striking of shows. More advanced students may speak to the professors about taking on special projects, but those with little or no experience backstage are very much encouraged to participate. (Normally limited to first-year students, sophomores, and juniors) Ms. Emerson, Mr. Evancho

TH 220 Spring Production Studio: Acting/Directing Spring

The cast, stage manager, and assistant director work as part of a company interpreting, rehearsing, and performing the play. Those receiving credit can expect to rehearse four to six nights a week. Appropriate written work is required. Participation in the class is determined by auditions normally held during the term prior to the performance. Candidates for stage manager and assistant director should interview with the director of the production. (Permission required)

Mr. Romagnoli, Staff

TH 229 Spring Production Studio: Design/Production Spring

In preparing two fully produced theatrical productions for the stage, students will participate in and be exposed to professional production practices in all areas of theatrical design, including sets, costumes, props, lights, and sound. Students will be involved in planning, building, painting, construction, and the running and striking of shows. More advanced students may speak to the professors about taking on special projects, but those with little or no experience backstage are very much encouraged to participate. (Normally limited to first-year students, sophomores and juniors)

Ms. Emerson, Mr. Evancho

[TH 429 Special Topics: Repertory Company]

DANCE COURSES

TH 160 Introductory Dance Fall, Spring

An entry–level dance course introducing movement techniques, improvisation/composition, anatomy and history of twentieth–century American modern dance. Flexibility, strength, coordination, rhythm and vocabulary in the modern idiom are developed. Concepts of time, space, energy and choreographic form are presented through improvisation and become the basis for a final choreographic project. Readings, research, reflective and critical writing about dance performance round out the experience. Staff (Fall) Ms. Olsen (Spring)

TH 161 Advanced Beginning Dance I Fall, Spring

TH 161 provides the grounding in the craft of modern dance needed to proceed to more advanced levels. Modern dance movement techniques are strengthened to support an emerging individual vocabulary and facility with composition. Students create weekly movement studies that focus on the basic elements of choreography and the relationship of music and dance. Readings, journalizing, and critiques of video and live performance contribute to the exploration of dance aesthetics and develop the critical eye. (TH160 or permission) Ms. Campbell, Ms. Olsen

[TH 162 Advanced Beginning Dance II]

TH 260 Intermediate Dance I Fall

Concentrated intermediate level work in modern dance technique, choreography and production. Improvisation supports the development of choreography with attention given to formal elements (motif and development, theme and variation, canon, chance structures, etc.) and progressively more sophisticated aspects of space, time, and energy. Creation and performance of original work are expected. Theoretical issues – questions and values of importance to the dancer/choreographer – are addressed through readings and writings. (TH 161) Ms. Olsen

TH 261 Intermediate Dance II Spring

Continuation of TH 260. Ms. Campbell

TH 276 Anatomy and Kinesiology Fall

An experiential study of skeletal structure, joint and muscle function, and body mechanics. A kinesthetic examination of specific joints and muscle groups in body weight transfer, developing awareness of habits, alignment, effort, energy consumption and chronic tension. The course will emphasize human movement potential in the vertical position, aligned to gravity, through laboratory sessions and assigned readings. (Not open to first–year students) Ms. Olsen

[TH 279 Movement Intentionality for the Stage]

TH 284 Dance History Fall

A seminar–type class discussing readings on the origins of movement in ritual, its meaning, social functions, cultural/historical implications, and development as an art form. Emergence of 20th century American modern and post–modern dance is investigated via such innovators as Duncan, Graham, Humphrey, Cunningham, Paxton, Brown, and others. Video of historical and contemporary forms as well as attendance at live performances support a developing critical faculty, appreciation for the complexity of dance as art and the relationship of artist, audience and context. Ms. Campbell

TH 360 Advanced Dance I Fall

Daily work in modern dance at an advanced level of technique and choreography. Challenging technical demands work toward refining the body as an articulate, expressive instrument. Improvisation continues to support choreography focusing on style, group forms, and more sophisticated use of music and theatrical elements. Substantial choreographing and performance of faculty and student work are expected. The emergence of a personal philosophy and dance aesthetic is encouraged and formally articulated in writing. (TH 260 and 261) Ms. Olsen

TH 361 Advanced Dance II Spring

Continuation of TH 360. Ms. Campbell

TH 380/381 Dance Company of Middlebury Fall, Spring

The dancers work with the artistic director and guest choreographers as part of a dance company, learning, interpreting, rehearsing, and performing dances created for the company repertory. Those receiving credit can expect four to six rehearsals weekly. Appropriate written work, concert and film viewing, and attendance in department technique classes are required. Auditions for company members are held fall semester for the full year. One credit will be given for two terms of participation. Performances and tour are scheduled during winter term or distributed throughout the year. A performance tour of area schools will take place primarily during Winter Term. (Limited to sophomores through seniors, by audition) Staff

[TH 400 Special Topics in Dance]

FILM/VIDEO COURSES

TH 130 Film Form and Film Sense Fall

The purpose of this course is to improve our ability to look at, write about, talk about, and think about moving images, particularly film. The questions to be studied include: How does the film communicate meaning? What are the distinctive qualities of the medium? What is the nature of film authorship? The course will strive to establish a working vocabulary for the examination of the cinema and provide a background in the various approaches to the study of film. A range of classical and popular films will be screened. Readings and papers required.

Ms. Projansky

[TH 134 American Film Genres]

TH 135 Sight and Sound I Winter, Spring

The purpose of the course is to gain a theoretical and practical understanding of how moving images and sounds (film, video, television) communicate. Participants study texts on the theory of moving images, examine examples of this process, and then, using video equipment, actually produce and edit a number of short projects which require that they learn the rudimentary techniques for organizing images and sounds in ways which convey information and express feelings. (Not open to seniors; admission to this course is limited. Please apply in the film/video program office at least ten days before registration)

Mr. Huddleston, Mr. Perry

TH/AC 231 Film History Spring

This course will examine the growth of the cinema by concentrating on the establishment of the Hollywood film as the dominant international model and studying the various influences on, or alternatives to, the Hollywood model offered by other national film cultures and/or movements including the documentary film and the avant garde cinema. The course will survey the cinema by screening influential works emphasizing the medium as a developing art form while bearing in mind the impact of technology, economic institutions and the social context in which films were produced and received. Mr. Grindon

[TH 232 Independent Cinema]

TH 235 Sight and Sound II Fall

Students choose between an exploration of independent documentary concerns, experimental video forms, or the writing, directing, and editing of longer narrative works. Emphasis will be placed upon thorough preproduction planning. The critical dialogue established in Sight and Sound I will be extended and augmented with readings and screenings of outstanding independently produced work. (TH130, TH135 and permission of instructor; admission is limited; please apply in film/video program office at least ten days before registration for fall term) Mr. Perry

TH/AC 236 Television in American Culture Fall

This course will study American television as a cultutral phenomenon arising from the interaction of the networks, sponsors, government agencies, as well as the programs and viewers themselves. The course will consider TV's influence on individual experience and its social impact. The students will reflect upon their personal interaction with the medium, how it has functioned in the past, and how it can be improved. Other issues to be discussed include TV's historical development, TV's influence on public affairs, various program forms, as well as alternatives posed by video art and public television. Ms. Projansky

TH 237 Japanese Cinema Spring
This course will study the Japanese cinema by first focusing upon the major directors of the Japanese tradition, Kurosawa, Ozu and Mizoguchi and then examining the work of post–1960 filmmakers, such as Oshima and Imamura. Close attention will be given to the distinctive cinematic style of Japan as well as positioning the national cinema in the context of both high and popular culture. Readings, screenings and papers required.
Mr. Grindon

[TH 238 Third World Cinema]

TH/EL 240 Screenwriting Workshop I (CW) Fall
This creative–writing course will explore the application of narrative craft to the filmmaking process. Key dramatic elements – character, setting, point of view, plot and theme – will be discussed in light of the special characteristics of film as a narrative medium, so that students may exploit the filmic possibilities of their own scripts. Close study of selected screenplays and films; students will develop a variety of shorter scripts, which will be shared in a workshop format. (Limited enrollment; admission is by permission. Please see instructor and/or English Department secretary at least one week prior to registration.)
Mr. Mitchell

TH/AR 330 Film and Modernism in the Arts Spring
The development of cinema is examined in relation to the major aesthetic movements in this century. Expressionism, constructivism, futurism, surrealism, dadaism, cubism and other theoretical movements are shown to have an influence upon film theory and filmmaking. Readings, screenings, and reports. (AR 202 or TH 130 or permission of instructor)
Mr. Perry

[TH/PA 331 Aesthetics: Philosophy and Film]

[TH 332 Seminar in Film Analysis]

TH 333 History of Video Fall
In the early 1960's, video tape and recording equipment became available to non–broadcast and non–commercial users, and this new accessibility spawned the development, by artists and documentarians, of a new moving image medium: video. This course will examine the works themselves, as well as the theories which developed to support and transform video. Screenings, readings, and reports.
Mr. Perry

[TH 334 Authorship in the Cinema: Orson Welles]

[TH 335 Voyeurism and Cinema]

[TH 336 Women and Film/Video]

TH 337 Sight and Sound III Winter
Students work independently with the instructor on a singular approach to video, either of the student's own choosing or one involving found audio and video materials. Attention will be paid to thorough preproduction preparation and the mastery of multitrack recording and mixing. Most important will be a directed effort to develop a personal aesthetic and sensibility to the video medium. (TH231, TH235, TH330 and permission; admission is limited. Please apply in film/video program office at least ten days before registration for winter term)
Mr. Perry

TH/EL 341 Screenwriting Workshop II Spring
Building on the skills acquired in TH/EL 240, each student will attempt to write an original screenplay for a film of feature length. The various purposes of film treatments, character "backstories," synopses, sequence outlines, master scene scripts and shooting scripts will all be explored. Class discussion will primarily focus on the critical evaluation of students' own scripts–in–progress, supplemented by text readings, screenings and published screenplays. (TH130, TH/EL 240 or TH/EL 218 or permission)Limited enrollment. Students must pre–register with instructor or with English Department secretary at least ten days prior to registration.
Mr. Mitchell

TH/EL 403 Seminar: Alfred Hitchcock Spring
See English listings for description.
Mr. Bertolini

TH 405 Special Topics: Stage Makeup and Hair Design Spring
This studio course will focus upon the artful design and application of corrective, three–dimensional, and prosthetic makeup for the stage. It will include studies in facial anatomy,

light and shade, and color in pigment. Students will also have the opportunity to explore hair and wig designs for theatre. Ms. Emerson

WOMEN'S STUDIES

Participating Faculty: Julia Alvarez (English), Alicia Andreu (Spanish), Alison Byerly (English), Sandra Carletti (Spanish), Carole Cavanaugh (Japanese), Nancy Coiner (English), Richard Cornwall (Economics) Marion Eppler (Psychology), Cheryl Faraone (Theatre, Dance, Film/Video), Evelina Félicité–Maurice (Spanish), Diana Henderson (English), Tazim Kassam (Religion) Rebecca Kukla (Philosophy), Bethany Ladimer (French), Tamar Mayer (Geography), Margaret K. Nelson (Sociology–Anthropology), Ellen Oxfeld (Sociology–Anthropology), Carol Rifelj (French), Nancy Schnog (American Literature and Civilization), Paula Schwartz (History), Katherine Sonderegger (Religion), Regina Sweeney (History), Brigitte Szymanek (French)

Women's Studies is an interdisciplinary major program which employs gender as a fundamental category of analysis. Students will develop interconnections among the fundamental questions raised by the scholarship on women through a selection of courses offered throughout the curriculum. A major in Women's Studies examines the intersections of race, class, ethnicity and culture in the constructions and meanings of gender. Course work also emphasizes the contributions made by women to society and culture, literature and the arts, and history, and seeks to understand the experience and cultural production of women in a variety of social and historical contexts. A critical awareness of methodology (in the organization of knowledge and the frameworks for analysis) is important within each course in the major and throughout the body of the student's work.

Requirements for a Women's Studies Major: The major consists of a solid grounding in the theories and methods of Women's Studies at the introductory level, advanced work in at least two different divisions of the College, specialized expertise within a traditional discipline (the field requirement), an interdisciplinary junior seminar, and a senior project. The minimum requirement for the major is ten courses.

A. *Two Introductory Level Courses in Women's Studies*: Students must take these courses in two different divisions. They may be chosen from among the list of courses indicated below under introductory courses offered in Departments. (Appropriate First–Year Seminars may be substituted for an introductory course with the permission of the Program Director.)

B. *Six to Eight "200–500" Level Courses in Women's Studies and a Discipline*: Students will satisfy three criteria here:

1. *Division Requirement*: Four upper level courses designated as Women's Studies courses, in at least two different divisions. These courses may be taken from among the list of courses indicated below under advanced courses offered in Departments.

2. *Field Requirement*: Students will design a cluster of four related courses in a special field of interest. At least one of these courses must be a designated Women's Studies course. The "field" may be chosen from the offerings of a single department or discipline but, upon approval of the Program Director, may be composed of four clearly related courses from several departments. It is recommended that students take a "methods" course in the field discipline. No more than two of the courses which fulfill the field requirement may also fulfill the Division requirement.

3. *Non–Western Requirement*: At least one "non–Western" course. This must be satisfied by a course in the Field discipline or by a designated Women's Studies course.

C. *WS 400*: An interdisciplinary seminar in Women's Studies, preferably taken during the student's junior year.

D. *Senior Work*: Students are required to complete a one–semester senior essay (WS700) or a two–semester senior thesis (WS 710) applying the methods learned in the field coursework and in WS 400. A thesis advisor may be selected from among any of the program faculty. Students engaged in senior work will meet with their advisors periodically during the semester.

Honors: To qualify for honors a major must have at least a B+ average in all courses taken in the Women's Studies Program and the field requirements. Degree of honors will be based on senior work. (Normally a student must write a thesis to qualify for honors.) Hon-

ors: Thesis grade of B+; High Honors: Thesis grade of A–; Highest Honors: Thesis grade of A.

COURSES OFFERED IN DEPARTMENTS

(Please note that the list is subject to periodic revision. For a complete description of the courses listed below, see listings under the appropriate department.)

Introductory Courses

EL 114 Reading Women's Writing
[FR 120 Women Writers in France]
SA 191 Introduction to Women's Studies in the Social Sciences
Appropriate First–Year Seminars

Advanced Courses

AL 260 Nineteenth–Century American Women's Writing
[AR 323 Women in the Visual Arts]
EC 385 Socioeconomic Inequality
EL 351 Junior Seminar: Virginia Woolf and Literary History
[EL 405 The Brontës]
[*FR 362 Women and the Novel of the Ancien Régime]
FR 705 Senior Seminar: Writing Women from the Ancien Régime to the Present (in French)
[GG 410 Seminar in Geography of Development: Women and Development]
[GG 412 Seminar in Urban Geography: Women in the City]
[GN 373 Contemporary Women's Writing]
[HI 373 History of American Women]
HI 402 Readings in the History of European Women
IT 292 Contemporary Italian Women Writers (in Translation)
JA 350 Women Writers in Japan (in Translation)
[PA 221 Gender and the History of Philosophy]
[PA 234 Philosophy and Feminism]
[PA 235 Feminist Theory]
PY 205 Psychology of Gender
[*PY 420 Issues in the Psychology of Gender]
[RE 290 Women's Religious Life and Thought]
RE 340 Seminar in Islam (Women in Islam)
[SA 390 Sociology of Women]
SA 304 Women, Culture and Society
SP 476 Caribbean Women Writers (in Spanish)
SP 481 Spanish Women Writers: Expanding the Canon (in Spanish)
TH 206 Contemporary Women Playwrights
[TH 336 Women and Film]

*These courses may have departmental requirements.

WOMEN'S STUDIES PROGRAM COURSES

WS/PA 400 Women and Gender: Interdisciplinary Perspectives Spring

Open to students who have completed two introductory courses in women's studies, this seminar is designed to prepare majors in the Women's Studies Program for senior work. Our aim is to examine the fundamental assumptions which connect scholarship on women and gender across academic fields. How do literary critics, philosophers and social scientists use gender to identify and analyze cultural phenomena? What can such studies contribute to our understanding of the relationships among men and women, at different times and in different cultures? Students will lead discussions, present reviews and position papers, and produce a term paper relevant to their particular interests within women's studies. (Permission of instructor for Philosophy students) Ms. Kukla

WS 500 Independent Study Fall, Spring
Staff

WS 700 Senior Essay Fall, Spring
Staff

WS 710 Senior Thesis Fall, Spring
Staff

GRADUATE PROGRAMS

Academic Year. Middlebury College offers graduate courses leading to the Master of Science degree in the Department of Biology during the regular academic year. Inquiries about this program should be addressed to the chair of the department. Graduate students may be enrolled only upon recommendation of the department in consultation with the Vice President for Academic Affairs. The courses which are regularly offered for graduate credit are:

Biology: All Biology courses numbered 300 or above and Mathematics courses numbered 300 or above.

Candidacy for the Master of Science degree is subject to the following general regulations:

1. The candidate must hold a baccalaureate degree from Middlebury College or from a comparable institution and must have completed an undergraduate course of study sufficient for effective graduate work.

2. The candidate must satisfy Middlebury College of his or her fitness to undertake graduate study.

3. The candidate must be a student in residence at Middlebury College for at least one academic year.

4. In order to be granted the degree, the candidate must successfully complete graduate work equivalent to nine courses. At least three of these must be research credits.

5. Graduate work done at other institutions may be transferred for credit toward a Middlebury degree subject to the condition that at least six of the required course equivalents for graduation must be completed at Middlebury College.

6. Graduate work in cognate fields may, upon approval of the major department, be counted toward the degree, subject to the limitation that at least six of the nine required course equivalents must be in the department in which the degree is granted.

7. All work to be credited toward the degree must be completed with a grade of B – or above.

8. Participation in laboratory teaching and preparation is a degree requirement.

9. All work to be credited toward the degree must have been completed during the ten–year period immediately preceding the granting of the degree.

Candidacy for the Master of Science degree is subject also to such further regulations as Middlebury College may establish.

Tuition for graduate study is charged at the single course rate of $2,375 in 1993–94.

Bread Loaf. The Middlebury College Bread Loaf School of English is in session during the summer and offers graduate courses in literature, writing and theatrical arts leading to the M.A. and M. Litt. degrees. However, exceptionally able undergraduates are accepted. The School encourages teachers who have their Master's degree or others who have at least a Baccalaureate degree to enroll for a summer as non–degree students in a Program of Graduate Continuing Education. Admission is on the basis of college transcripts and two letters of recommendation. Although an excellent undergraduate record in English and strong recommendations are the surest admissions criteria, Bread Loaf prefers to allow applicants to establish their capabilities during the first summer.

The Bread Loaf School of English offers graduate courses in English literature and drama during a six–week summer session at Lincoln College, Oxford University. The School has also recently established a third program in Santa Fe, New Mexico, with a special emphasis upon such subjects as Native American literature, nature writing and American Hispanic literature. The same criteria for admission pertain as at the School of English. Courses at Lincoln College or Santa Fe may be used toward the M.A. or M. Litt. degrees at the School of English.

The bulletin, issued each spring, contains further information about application and registration. Inquiries should be addressed to the Bread Loaf School of English, Middlebury College, Middlebury, VT 05753.

The Bread Loaf Writers' Conference is held at Bread Loaf in the middle of August. This Conference offers lectures, discussions, workshops and private consultations in fiction, non–fiction and poetry. Some of the leading writers in the country assemble to take part in the teaching and consulting activities. Full information is provided in the special bulletin, published each year in February. Inquiries should be addressed to the Secretary of The Writers' Conference, Middlebury College, Middlebury, VT 05753.

The Language Schools. During the summer, courses for undergraduate and graduate credit provide intensive instruction in Arabic,

Chinese, French, German, Italian, Japanese, Russian and Spanish on the Vermont campus. Graduate work leading to the Master of Arts Degree, Master of Modern Languages Degree and the Doctor of Modern Languages Degree is offered by the Middlebury College Language Schools of French, German, Italian, Russian and Spanish during the summer and abroad. The Language Schools offer a rich experience in the spoken and written language as well as in literature, civilization, linguistics, social sciences, art history and foreign language pedagogy. Students may apply for a single summer at any level. Students are placed in courses most appropriate to their linguistic proficiency as determined by placement tests taken prior to registration, and some prospective graduate students may be required to take one or more courses at the advanced undergraduate level before beginning a full load of graduate work. An important ingredient of a summer of study at the Language Schools is the language pledge, a formal agreement to use only the language of study, both in and out of the classroom, for the entire length of the session.

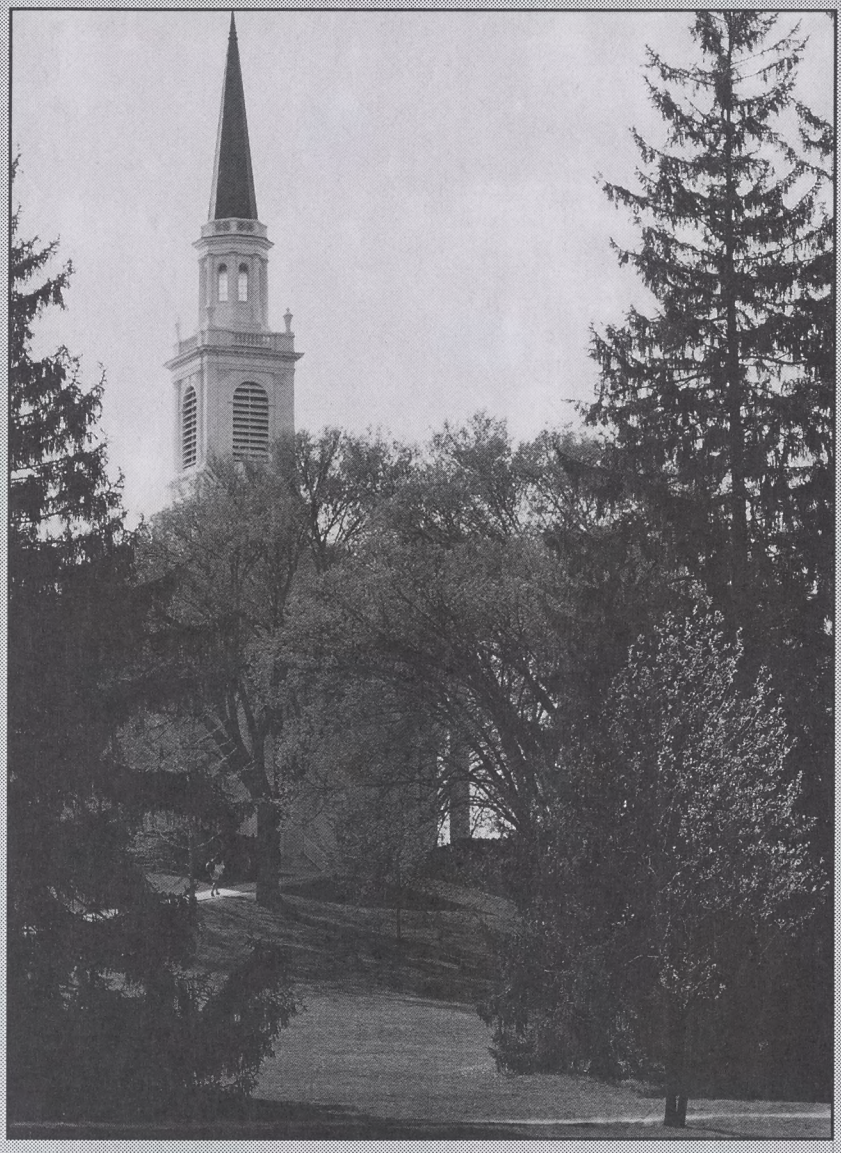
Full information about the requirements for degrees and curriculum is given in the Middlebury College Language Schools catalogue. Complete information will be mailed upon request to the Language Schools. All specific inquiries for admissions to the Language Schools should be directed to the individual school, Sunderland Language Center, Middlebury College, Middlebury, VT 05753.

The Schools Abroad. The Middlebury Schools in France, Germany, Italy, Russia and Spain are open to qualified graduate and undergraduate students. Each school is under the supervision of a resident director appointed by the College to oversee all aspects of the program and to assist students in settling in the foreign city. Courses are taught by professors and distinguished critics and scholars, either at the local universities or in classes and special seminars organized by Middlebury College. It is expected that all students will maintain the spirit of the summer language pledge while they are abroad. After spending the required preliminary summer on the Vermont campus, graduate students may complete their course of study for the Master of Arts degree in one of the schools abroad. All are expected to carry a full load of courses in the areas of language, humanities and social sciences. Students in the Doctor of Modern Languages programs may elect to fulfill the required period of residency abroad by taking courses for credit in one of the schools, by auditing classes in preparation for the general examinations, or by engaging in dissertation (or thesis) research.

The undergraduate program in Moscow is limited to one semester, either in fall or spring. Completion of the Master of Arts degree in Russian will normally require an additional summer of work following the program in Moscow. Students in the DML program should consult with the Director of the Russian School concerning research possibilities in Russia.

The Degrees of Master of Modern Languages and Doctor of Modern Languages. In addition to the Master of Arts, the Language Schools also offer the advanced degrees of Master of Modern Languages (M.M.L.) and Doctor of Modern Languages (D.M.L.).

The degree of Master of Modern Languages is a post–M.A. degree designed to answer the needs of teachers and other individuals who wish to achieve a high level of proficiency and teaching skills either in two foreign languages (French, German, Italian, Russian, Spanish) or in a foreign language and English. The degree of Doctor of Modern Languages in the same languages differs from the traditional Ph.D. in that its emphasis is on a combination of scholarly and practical training. Detailed statements of the requirements for these degrees are available from the office of the Director of the Language Schools.



SECTION III

GENERAL INFORMATION

STUDENT FINANCES

The Comptroller's Office is responsible for billing students, collecting payments and answering questions about accounts. More detailed information on the office's policies and procedures is available in the following pages or by calling the extensions listed in the "Services" section below.

BILLED FEES

Comprehensive Fee

The annual Comprehensive Fee at Middlebury for 1993–94 is $24,400. This fee includes tuition, room in campus housing, full board in campus dining halls and fees for certain campus services, such as the health center, which are provided to all students. The Comprehensive Fee covers Fall, Winter and Spring Terms.

The Student Activities Fee for 1993–94 is $170. This fee supports the extracurricular activities open to all students, which are sponsored by student–run organizations officially recognized by the Office of Student Activities. A portion of the Activities Fee also supports the programs of the residential Commons system to which all students belong.

Entering students are asked to designate a financial contact for the duration of their studies at Middlebury. For most students, this will be their parents or other relatives who serve as their guardians. The College bills students and their financially responsible parties for the Comprehensive Fee and Student Activities Fee twice a year. The first half (for 1993–94: $12,285) is billed for Fall Term on July 15 and is due August 15. The second half is billed for Spring Term on December 15 and is due January 15. The Comprehensive Fee appears on bills as a single charge. There is no itemization of tuition, room or board.

Students who have received permission from the Dean of Students to live or eat off campus are entitled to room and board credits of $730 and $830 per term, respectively. The Dean of Students may also permit students who are absent

from College dining halls for two or more consecutive weeks to receive a partial board credit of $50 per week up to a maximum of $415 per term. These credits appear on the Comprehensive Fee bills and reduce the net billed amount owed.

Comprehensive Fee bills also reflect credits for those portions of a student's financial aid offer (College Grant, Perkins Loan, College Loan, Pell Grant, Supplemental Educational Opportunity Grant (SEOG)) that the student has accepted before the billing date. Acceptance occurs when the student signs and returns the final aid offer letter to the Office of Financial Aid. Bills only reflect credits for Stafford Student Loans or PLUS Parent Loans if the student or parent, respectively, has sent the loan application to the Office of Financial Aid in time for it to be verified and forwarded to the outside lender before the billing date. Please see the separate "Financial Aid" section of this publication for further information on Middlebury's financial aid policies and procedures.

The net billed amount owed (after room and board credits and financial aid credits are applied toward the Comprehensive Fee as described in the preceding paragraphs) is due in full by the stated due date. Late fees or interest penalties may be assessed for bills not paid in full by the stated due date. The College does not offer installment payment plans directly. However, yearly and extended payment plans are available to Middlebury students and their families through Knight Tuition Payment Plans or Academic Management Services, two outside agencies that administer these plans for the College. Information on these plans is mailed to each student's parents or guardians in the spring for the following year. Second semester plans are available for students entering or returning in Spring Term. Full year plans normally begin on June 1 and second semester plans on November 1. Please call Knight (800–225–6783), AMS (800–556–6684) or Student Accounts (x5374) for additional information.

Students enrolled for either Fall or Spring Term only, including first–year or transfer students entering in February, are billed one–half of the annual Comprehensive Fee. There is no reduction in the Comprehensive Fee for students enrolled for Fall or Spring Term who are not enrolled for Winter Term. Students enrolled for both Fall and Spring Terms who eat in College dining halls both of those terms and who study off campus for two weeks or more during Winter Term may apply to the Dean of Students for a board rebate of $50 per week for the time away. This rebate will appear as a credit on the Spring Term Comprehensive Fee bill. Students enrolled for Fall Term who are on leave during Winter and Spring Terms are eligible for a two–week board rebate.

Students attending the Center for Northern Studies in Wolcott, Vermont are billed the standard Middlebury Comprehensive Fee applicable to the terms they are in residence at the Center. Students are not billed for the Student Activities Fee while in residence at Wolcott.

The College bills each student for Sickness Insurance coverage as a separate item on the Fall Term Comprehensive Fee bill. The annual premium for this coverage for 1993–94 is $225. A brochure and waiver card explaining this coverage are included with the bills mailed in July. If a student is adequately covered by an existing family health insurance policy, the parents or guardians may decline the College's coverage by signing and returning the waiver card to the Comptroller's Office by September 30. The insurance charge is then removed from the student's account. If the charge is neither paid nor declined with the waiver card by September 30, the charge will automatically be removed from the student's account on October 1. The student is then no longer eligible for enrollment in the College's Sickness Insurance plan. Accident Insurance coverage is provided in the Comprehensive Fee for all enrolled students at no additional charge. The campus health center services are available to all students even if their parents or guardians decline the College Sickness Insurance. Second semester Sickness Insurance is available for students entering or returning in Spring Term. Middlebury students who are on leave studying at another college or university in the United States are not eligible for the College's Accident or Sickness Insurance. These students should apply for insurance coverage from the school they are attending. The College Sickness and Accident Insurance are administered by Walter W. Sussenguth & Associates through Boston Mutual Life Insurance Co. Please call 800–669–2668, ext. 445 or ext. 451 for coverage or claim information.

Special Students

The Comprehensive Fee applies to a course load of three, four or five courses for a Fall or Spring Term. Students who wish to register for only one or two courses for a Fall or Spring Term may do so with permission from the Administration Committee. These students are designated as Special Students and are normally expected to live and eat off campus. Special Students are billed at the per-course rate of $2,375 for 1993–94. This same per-course rate applies to graduate students in the sciences and to students participating in the Ninth Semester Teacher Education Program.

In cases with special circumstances, the Administration Committee may grant permission for Special Students to live and eat on campus. These students are billed the customary Comprehensive Fee for the term less the per-course rate for one course, as that is the only distinction between these students and those taking three courses for the term.

Study Abroad

Middlebury maintains five of its own Schools Abroad for the study of French in Paris, German in Mainz, Italian in Florence, Russian in Moscow and Spanish in Madrid, to which undergraduates may apply through the Language Schools offices on campus. The College bills students participating in the Paris, Mainz, Florence and Madrid programs for tuition only. For 1993–94, tuition for these programs is $4,650 for one semester and $9,100 for a full year. Students do not pay room and board directly to Middlebury for these programs, with the exception of German room rent for students who choose to live in university dormitories in Mainz. Further information on living and eating options for these programs is available from the Language Schools offices on campus. For the program in Moscow, the College bills a modified Comprehensive Fee, which includes tuition, room, excursions and round-trip airfare between New York City and Moscow. For 1993–94, this fee is $10,150 for one semester and $15,400 for a full year.

Financial aid credits are applied toward Schools Abroad tuition bills in a similar manner to that described previously under "Comprehensive Fee." Payment plans administered by the College's outside agencies, Knight and AMS, are also available for Schools Abroad tuition as described under "Comprehensive Fee." The College mails Fall Term and full-year Schools Abroad bills on July 15. The net billed amount owed (after financial aid credits) is due in full on August 15. Spring Term Schools Abroad bills are mailed December 15, with the net amount owed due in full on January 15.

Students studying abroad for academic credit in a non–Middlebury sponsored program approved by the Off–Campus Study Committee are billed a Study Abroad Fee. For 1993–94, this fee is $450 for one semester and $550 for a full year. Students participating in the Associated Kyoto Program (AKP) in Japan administered by Connecticut College are billed the standard Middlebury Comprehensive Fee applicable to the terms they are enrolled in AKP. Please direct questions about Middlebury's study abroad application procedures or the Study Abroad Fee to Karl Lindholm, Dean of Advising and Off–Campus Study, in Old Chapel. The Study Abroad Fee billing and due dates are the same as those for the Middlebury Schools Abroad as described in the preceding paragraph.

Accident and Sickness Insurance coverage is offered to students studying abroad with the Middlebury Schools Abroad or approved non–Middlebury sponsored programs by Walter W. Sussenguth & Associates through Boston Mutual Life Insurance Co. The premium for this coverage for 1993–94 is $250. A brochure containing an application form for this coverage is distributed to each student accepted for study abroad. These brochures are also available in the

Language Schools Administration Office, the Office of the Dean of Advising and Off–Campus Study, and the Comptroller's Office. Premiums are to be paid directly to the insurance agent at the address in the brochure, not to the College. Please call 800–669–2668, ext. 445 or ext. 451 for coverage or claim information.

Other Academic Fees and Expenses

An administrative fee of $100 is billed to students for each 555 course approved by the Administration Committee.

A fee of $150 is billed to students who repeat the General Examination or resubmit a thesis while not enrolled at the College.

Students taking lessons in practical or applied music are billed the standard fee for private instruction.

In budgeting for a year's expenses at Middlebury, students and their parents or guardians should also consider the additional personal expenses students normally incur, which are not billed directly by the College. The Office of Financial Aid estimates that for 1993–94, the average student's expenses for books, supplies and other personal items will amount to $1,540. Travel costs during the year between a student's home and Middlebury must also be taken into consideration beyond this estimate.

ENROLLMENT DEPOSITS

Entering first–year or transfer students pay a $200 enrollment deposit at the time they accept the Admissions Office's offer of admission to the College. This deposit is applied as a credit to the Comprehensive Fee bill for the first term the student attends Middlebury. The deposit is not refundable.

Returning students' financially responsible parties are mailed a re-enrollment deposit statement on March 1. The College must receive a $200 re-enrollment deposit by April 1 to reserve a place on the roster if a student intends to return to Middlebury the following Fall Term. This deposit will be applied as a credit to the Comprehensive Fee bill mailed in July for the Fall Term. Students may be delayed from drawing a room in April for the following year or registering for courses in May for the following Fall Term if the College has not received the $200 re-enrollment deposit. This deposit is refundable through June 15 if a student sends notification in writing to Ann Craig Hanson, Dean of Students, of his or her intention not to return to Middlebury for the following Fall Term. The re-enrollment deposit is forfeited after June 15 if a student subsequently does not enroll at the College. No re-enrollment deposit is required if the student will not be returning to Middlebury until Winter or Spring Term.

SUMMER PROGRAMS

Middlebury offers three summer programs of study to which undergraduates enrolled during the regular College year may apply by contacting the appropriate summer program offices on campus. Admission to a summer program is separate from admission to Middlebury College as an undergraduate. Please contact the offices of the Language Schools, the Bread Loaf School of English or the Bread Loaf Writers' Conference for detailed information on their programs' application procedures. Fees for summer 1993 are summarized below:

	Tuition	*Room*	*Board*	*Total*
Language Schools				
9–week session (Arabic, Chinese, Japanese, Russian)	$3,335	$1,225	$495	$5,055
7–week session (French, German, Italian, Spanish)	$2,500	$ 950	$385	$3,835
6–week session (French, German, Italian, Russian, Spanish)	$2,500	$ 900	$360	$3,760
Bread Loaf School of English				
Bread Loaf, Vermont	$2,500	$ 900	$360	$3,760
Santa Fe, New Mexico	$2,500	$1,725 (room and board)		$4,225
Oxford, England	$4,150 (tuition, room and board)			$4,150
Bread Loaf Writers' Conference				
Contributor	$ 950	$ 315	$185	$1,450
Auditor	$ 880	$ 315	$185	$1,380

Financial aid credits are applied toward summer program bills in a similar manner to that described previously under "Comprehensive Fee." The College mails summer session bills on May 1 for the Language Schools and the Bread Loaf School of English, and on July 1 for the Bread Loaf Writers' Conference. The net billed amount owed (after financial aid credits) is due in full before the first day students are scheduled to arrive to begin their particular session. Due to the brevity of the summer programs, no payment plans are available through the College or its outside agencies, Knight and AMS.

MISCELLANEOUS CHARGE ACCOUNTS

Each student has a miscellaneous charge account used to bill long distance telephone calls, College Store and campus snack bar ID card charges, other departmental fees and fines, and dorm damage charges. Students receive a bill at the beginning of each month for the activity on their accounts through the end of the previous month. The balance is due in full each month when the bill is received. The Cashier's Office will assess a $10 fine if a check accepted in payment of a miscellaneous charge account is subsequently returned by the bank for insufficient funds.

Overdue balances may delay students from receiving copies of transcripts, registering for courses in November or May for the following term, or from drawing a room in April for the following year. If a student's miscellaneous charge account balance becomes 60 days or more past due, the student's long distance telephone and ID card charge privileges are suspended. A notice advising the student's parents or guardians is also sent at this time. Charge privileges are reactivated by the end of the day on Friday for previous overdue accounts that are paid current by noon on Thursday. Students may still make local or toll free calls, receive all incoming calls, and eat in campus dining halls while their long distance telephone and ID card charge privileges are suspended. A student, parent or guardian may request at any time that a student's long distance telephone and ID card charge privileges be suspended indefinitely by submitting this request in writing to the Comptroller's Office.

Questions about miscellaneous charge accounts should be directed to the Cashier's Office (ext. 5375). Students who wish to contest charges they believe are in error should also request the department where the charge originated to reverse the charge. Please direct dorm damage charge appeals to Katherine Follert of the Residential Life staff in the Dean of Students Office (ext. 5386).

REFUNDS

Credit Refunds

Occasionally, a combination of payments, financial aid credits or other credits create a net credit balance on a Comprehensive Fee account. The Comptroller's Office normally leaves the credit balance on account to be applied toward the next term's charges for the student. Parents or guardians may also request that a refund check for the credit balance be issued to them as the financially responsible party. If parents or guardians wish to have the refund check issued directly to the student or to have the credit balance applied to the student's miscellaneous

charge account, the Comptroller's Office needs to receive these instructions in writing from the financially responsible party.

Withdrawal Refunds

In cases of dismissal from the College, no refund of the Comprehensive Fee is made. In other cases of absence or withdrawal from the College for medical reasons or serious emergencies, refunds may be considered in accordance with the schedule below. In all cases, the $200 enrollment deposit is forfeited.

If the withdrawal occurs:	*Middlebury refunds:*
before the first week of the term	100% of Comprehensive Fee paid
during the first week of the term	80% of Comprehensive Fee paid
during the second week of the term	60% of Comprehensive Fee paid
during the third week of the term	40% of Comprehensive Fee paid
during the fourth week of the term	20% of Comprehensive Fee paid
after the fourth week of the term	0% of Comprehensive Fee paid

Requests for Comprehensive Fee refunds should be submitted to Ann Craig Hanson, Dean of Students. The Comptroller's Office will remit approved refunds by check to the party financially responsible for the student's account. To the extent any authorized refund represents in whole or in part the proceeds of any federal financial aid (Pell Grant, Supplemental Educational Opportunity Grant (SEOG), Perkins Loan, Stafford Student Loan, Supplementary Loan for Students (SLS) or Parent Loan for Undergraduate Students (PLUS)), the amount of the refund to be returned to each of these programs, as well as to the financially responsible party, is based on the applicable federal refund formula as required by law. The applicable portions of such refunds are returned directly to the sources from which the funds were originally received: the federal government, the lending bank or the financially responsible party. The student or parent borrower is also given written notification of any amounts returned to a lending bank on his or her loan.

The College offers optional tuition refund insurance through the Tuition Refund Plan (TRP) administered by A.W.G. Dewar. The annual premium for this coverage for 1993–94 is $245.70. A brochure and application form for this insurance are enclosed with the Comprehensive Fee bills mailed in July. Second semester tuition refund insurance is available for students entering or returning in Spring Term. Premiums are to be paid directly to Dewar, not to the College. Please contact Dewar (617–380–8770) or the Comptroller's Office for further information.

RIGHTS AND RESPONSIBILITIES

The College reserves the right to change, if necessary, any charges or fees quoted in this publication.

The College assumes no responsibility for loss of student property through fire, theft or disappearance.

The College issues an academic transcript of record on request to students wishing to transfer or to receive a statement of their course credits for any other purpose. The first transcript copy is provided free of charge. A fee of $5 is charged for each subsequent copy provided. No fee is charged for transcripts submitted to any branch of the armed services. The Dean of Students office will not release a transcript for any student who owes past due charges of any sort to the College until satisfactory arrangements have been made with the Comptroller's Office. Students may not receive final grades nor expect honorable dismissal from the College upon completion of their studies until all financial accounts are settled.

Students who wish to be eligible to register for courses in November or May for the following term or to draw a room in April for the following year must ensure that all of their financial accounts are current. Any past due charges on a Comprehensive Fee, Schools Abroad or miscellaneous charge account must be settled in full. For room draw in April and registration in May, the College must also have received the $200 enrollment deposit indicating the student's intent to return to Middlebury the following Fall Term. Students who have deans loans from the Dean of Students Office or computer loans as part of their participation in the computer resale program also need to ensure that their loan payments are current.

Students assume full ultimate responsibility for payment of their Comprehensive Fee accounts, miscellaneous charge accounts and any other fees charged as described in this section of this publication. Should the College have to refer any delinquent account balance to a collection agency once a student is no longer enrolled at the College, the student will then also become liable for any additional collection agency or legal fees incurred by the College to collect the delinquent account.

SERVICES

The Comptroller's Office, located on the second floor of the Service Building, is open Monday to Friday from 8:15 a.m. to 5 p.m. to accept payments on students' accounts and to answer questions on billing, fees, account balances, refunds and payment plans. With proper identification (student ID card), the Cashier's Office, located at the front of the Comptroller's Office, will also cash travelers

checks or checks from parents or guardians made payable to the student. Students should cash their own personal checks at the local bank where the account is maintained. With proper identification (student ID card), students may cash accounts payable or student payroll checks issued by the College at the local banks where the College maintains the accounts on which the checks are drawn. It is not possible to cash College issued checks at the Cashier's Office.

Please call the following extensions to speak with College staff in the Comptroller's Office who are responsible for student-related accounting services at Middlebury:

Cashier/Assistant Cashier ext. 5375
(miscellaneous charge accounts, deans loans accounts)

Student Accounts Administrator ext. 5374
(Comprehensive Fee, Summer Programs and Schools Abroad accounts)

Student Loans Administrator ext. 5373
(computer loan accounts)

Assistant Comptroller ext. 5682

Comptroller's Office (general number) ext. 5366

FINANCIAL AID

The aim of the College's financial aid program is to enable qualified students to attend Middlebury regardless of the family's financial resources. Using information from parents' tax returns and other explanatory materials the family may submit, the Director and the Office of Financial Aid staff arrive at a determination of a student's need. In recent years, the College has provided aid to students with financial need to the full extent of their demonstrated need. Students should not hesitate to apply for aid. Students apply for financial aid for each year they attend Middlebury. Generally speaking, eligible undergraduate students may receive aid for four years (or its equivalent) at Middlebury College, at one of the Middlebury Schools Abroad or at certain other Middlebury–approved programs.

In addition to the substantial grant funds generated from the College's own endowments and from alumni gifts, Middlebury has funds available from the Federal Perkins Loan, Work–Study and Supplemental Educational Opportunity Grant programs. Eligibility for these funds is determined by federal regulation and the Office of Financial Aid. All students are expected, as a matter of routine, to apply for the Pell Grant and to their State Grant Program if they expect to be considered for grant assistance from Middlebury. Another source of financial aid, the Federal Stafford Loan (formerly the Guaranteed Student Loan), is processed by the Office of Financial Aid. Aid packages are typically a combination of grants, loans and work.

In addition to what is expected from a student's parents, there is the assumption that students will take on responsibility for their education in two distinct but complementary ways. First, each student is asked to contribute from his or her personal savings, summer earnings and any other personal resources at his or her disposal. The minimum student income contribution for 1993–94 is $1,100 for first–year students and $1,450 for all other students. Second, a student must also meet a self–help requirement during the academic year.

Generally, the self–help requirement is met through a combination of loan and employment during the academic year. The staff in the Office of Financial Aid can help advise students about options that range from earning more than the usual student income contribution to an on–campus job to borrowing to meet the full self–help requirement. While the College's resources are not unlimited, we make every reasonable effort to see that jobs are available for students who wish to work during the academic year; for those few with demonstrated need who may not borrow under the federal loan program, we also have a limited amount of loan funds to assist them.

A student whose level of financial need is great may qualify for a supplemental grant that replaces the loan component of the self–help requirement. College grants and scholarships are credited as the funds are certified as available (Pell) or the check arrives from the state aid agency. Students are reminded that the College will not replace any federal or state grants that are not received due to a student's failure to apply.

The more detailed booklet, "Financing Your Middlebury College Education," is available through the Office of Financial Aid. It presents facts and figures on those students receiving aid at Middlebury, sample cases of "typical" financial aid applicants, and also outlines the regulations and application procedures in considerable depth. Any additional questions concerning financial aid should be addressed to the Office of Financial Aid, the Emma Willard House.

As a matter of course, the Middlebury Financial Aid Policy complies with the 1964 Civil Rights Act and Section 504 of the Rehabilitation Act of 1973. It does not discriminate on the basis of race, sex, religion, ethnic origin, sexual orientation or handicap.

SCHOLARSHIPS

All named, endowed, and expendable scholarships are awarded on the basis of financial need. A student must be eligible to receive financial aid in order to be considered. Eligible students are selected through the Office of Financial Aid.

Named and Endowed Scholarships

The following is a list of endowed and other named scholarships at Middlebury College. Candidates for financial aid need not apply for a specific grant. By applying for financial aid, an applicant will automatically be considered for an award from the appropriate scholarships listed below or from the general scholarship fund.

The Charles A. Dana Scholarships are available to qualified sophomores, juniors, and seniors. The purpose of these scholarships is to identify and encourage students of good character with strong academic backgrounds who have given evidence of potential leadership traits during the freshman year. The scholarships range from an honorarium for those without financial need to the full need for those requiring such support. Each year approximately fifteen new Charles A. Dana Scholars are selected. These scholarships are among the highest honors awarded to students.

Harold E. Adams Scholarship Fund. Established in 1981 by the bequest of Harold E. Adams '17. Income to be used in support of financial aid.

Betty Jean Aitchison '45 Scholarship Fund. Established in 1975 under the will of Adam G. Aitchison in memory of his daughter. Income to be used to provide annual scholarships for worthy women students without regard to race, color, or creed.

The George I. Alden Trust Scholarship Fund. Established in 1982 by a challenge grant from the George I. Alden Trust. Income to be used annually for juniors and seniors studying mathematics and science.

The Cecile Child Allen Student Aid Fund. The income to be awarded to one or more junior or senior women who need financial aid.

The Alpha Chi Scholarship Fund for Women. Established in 1982 by gifts of alumni and friends of the College to commemorate the influence of women at Middlebury during the past one hundred years and especially those women who were members of Alpha Chi from 1883 through 1926. Income to be used for financial aid for women.

Borden '39 and Louise Roberts Avery '39 Fund. Established in 1974 by Mr. and Mrs. Avery. Income to be used for partial tuition scholarships to promising young people from middle income families who need some aid. Students from Vermont are to have preference.

The William N. Badgley '61 Memorial Scholarship Fund. Established in 1981 by Muriel Selden Paris. Income to be used annually for scholarship aid.

The Cornelia W. Bailey Fund. Established in 1929 under her will for students of the Protestant faith residing in Vermont.

The Baldwin Fund. Received in 1871 from the Estate of John C. Baldwin, Esq., of Orange, N.J., for men.

Baltic Scholarship Loan Fund. Established in 1984 for the benefit of students of Baltic descent, including, without limitation, the countries of Latvia, Lithuania, and Estonia.

The Frieda Derdeyn Bambas Scholarship. Established in 1982. Income to be awarded annually to a deserving student of the French School who shows exceptional ability and interest in French.

The Cesare Barbieri Endowment Fund.

The Joseph Battell Scholarships. Awarded annually to worthy young women of Addison County.

The Ludwig C. Baumann '53 Memorial Scholarship Fund. Established in 1976 by the gifts of Ludwig E. and Elizabeth P. Baumann in memory of Major Ludwig C. Baumann, USAF, who was lost in the service of his country in Vietnam on January 30, 1969.

The Beckwith Scholarship Fund. Established in 1985 by a gift of Edith Lee Beckwith '44 and Kenneth R. Beckwith '41 at the time of the 45th Reunion of the Class of 1941. Income to be used in support of financial aid for deserving students from Vermont with preference given to students of Addison County.

Carmella J. Belmont Scholarship Fund. Established in 1983 in memory of Carmella J. Belmont by her daughter, Loretta R. Godfrey–Belmont. Income to provide financial aid to a worthy entering female student for her four years at Middlebury College.

Lorenzo P. Belmont Scholarship Fund. Established in 1983 in memory of Lorenzo P. Belmont by gift of his daughter, Loretta R. Godfrey–Belmont. Income to provide financial aid to a worthy entering male student for his four years at Middlebury College.

Loretta R. Godfrey–Belmont Scholarship Fund. Established in 1983 in memory of her husband. The income is to be used for financial aid for a worthy student to be used for his or her fours years at Middlebury College.

Lea Z. Binand Scholarship Fund. Established in 1956 by Mrs. Stella L. Christie. Income to be used annually for scholarship aid in the French Summer School.

Harriet B. Blakeman '14 Scholarship Fund. Established in 1988 by the gift of the Estate of Harriet B. Blakeman '14 with income to be used annually.

Edward L. Bond, Jr., Memorial Scholarship Fund. Established in 1962 in memory of Edward L. Bond, Jr.'62 by his parents and friends. Income is used to aid a deserving junior or senior man possessing the qualities of campus citizenship and leadership exemplified by Ted Bond '62.

The Borgia Scholarship Fund. Established in 1986 by Jan Borgia for scholarship aid to graduate students in the Spanish School.

Howard Born German Scholarship Fund. Established in 1988 by the gift of the Estate of Howard Born with income to be used for scholarship aid to a student in the German Language School.

Boston Middlebury Alumni Association Scholarship Fund. Established in 1978. Income to be used for annual student aid with first preference given to Boston area residents.

The Ezra Brainerd Scholarship. Established in 1961 by gift of Ezra Brainerd, Jr., in memory of his father, Ezra Brainerd, Class of 1864, President of Middlebury from 1885–1908. Income to be used to aid a deserving student, preferably a resident of Vermont.

The Charles D. Brakeley Scholarship Fund. Established in 1981 by the gifts of Clark W. Hinsdale III '78 and his parents to honor "Pete" Brakeley on the occasion of his retirement as Director of Financial Aid. Annual income to be available as a discretionary fund administered by the Director of Financial Aid for emergency student aid needs.

The Bread Loaf Writers' Conference Endowment Fund. Established in 1960 by the gifts of Writers' Conference attendees and friends. Income used to provide fellowships, lectureships, and scholarships at each year's session of the Bread Loaf Writers' Conference.

Margaret T. Bridgman Memorial Fund. Established in 1974 by her husband and friends. Income to be used for student aid at the Bread Loaf Writers' Conference.

The Elbert S. and Anna H. Brigham Scholarship Fund. Established in 1953. Income to be used for scholarship awards to deserving men or women students who are residents of Vermont. Tenable for four consecutive years.

Walter E. Brooker '37 and Barbara Carrick Brooker '40 Scholarship Fund. Established in 1981 by gifts of members of the Board of Trustees of Middlebury College in recognition of more than twenty–five years of service, dedication, and commitment to the goals and ideals of the College.

Jane Tinkham Broughton Fellowship Fund. Established in 1981 by the gift of William G. Broughton. Annual income to be used to support The Jane Tinkham Broughton Fellowship in Writing for Children at the Bread Loaf Writers' Conference.

Elisabeth E. Brown '42 Scholarship Fund. Established in 1988 by the gift of the Estate of Elisabeth E. Brown '42 with income to be used to provide aid to a student from New Hampshire.

Russell D. Brown '29 Memorial Scholarship Fund. Established in 1976 by bequest of Russell D. Brown '29. Income to be used for scholarship aid.

Gladys M. Caldwell '28 Scholarship Fund. Established in 1983 by the Arthur H. Connor Trust for a financially deserving native born female citizen of the United States.

The Canadian Honors Scholarship Fund. Established in 1980 as an expression of thanks to the Canadian people for the courageous and neighborly action of the Canadian Embassy on behalf of the six Americans brought out of Iran. Income to be used to assist Canadian citizens studying at Middlebury College, at the Bread Loaf School of English, at the Summer Language Schools, or at Middlebury degree programs in Florence, Madrid, Moscow, Oxford, and Paris.

Salvatore J. Castiglione Scholarship Fund. Established in 1972 by Italian School alumni. Income to be used annually for scholarship awards to worthy students in the Italian Schools.

Juan A. Centeno Memorial Fund. Established in 1949 by students of the Spanish School. The income is used to provide a scholarship for a worthy student in the Spanish School.

Stella Christie Scholarship Fund. Established in 1945 by Mrs. Perla P. Conover, the income is to be awarded as scholarship aid to deserving students in the French Summer School.

The Charitable Society Fund. Established in 1832 for men.

Class of 1918 Scholarship Fund. Established in 1978 by gifts of the Class at the time of their 60th reunion. Annual income to be awarded to a deserving and needy student.

Class of 1927 Scholarship Fund. Established by the class at the time of their 55th reunion in honor of Coach Arthur M. Brown. Income to support financial aid.

Class of 1930 Scholarship Fund. Established at the 50th class reunion. Income to be used in support of financial aid.

Class of 1936 100th Reunion Scholarship. To grow until 2036, at which time the income is to be used for scholarship aid to worthy and needy students.

Class of 1937 Fund. Established in 1962 by the class at its 25th reunion. Annual income designated for scholarships at the 40th class reunion in 1977.

Class of 1947 Memorial Scholarship Fund. Established at the 30th class reunion. Income to be used in support of financial aid with preference given to students from middle–income families.

Class of 1948 Scholarship Fund. Established in 1978 at the 30th class reunion. Income to be used in support of financial aid.

Class of 1949 Scholarship Fund. Established in 1979 at the 30th class reunion. Income to be used in support of financial aid.

Class of 1950 Scholarship Fund. Established in 1980 at the 30th class reunion. Income to be used in support of financial aid.

Class of 1951 Fund. Established in 1976 at the 25th reunion. Income to be used in support of financial aid with preference given to children of alumni from middle–income backgrounds.

Class of 1952 Scholarship Fund. Established in 1977 at the 25th reunion. Income to be used in support of financial aid with preference given to students from middle–income families.

Class of 1953 Scholarship Fund. Established in 1978 at the 25th reunion. Income to be used in support of financial aid with preference given to qualified descendants of members of the class.

Class of 1955 Scholarship Fund. Established in 1980 at the 25th class reunion. Income to be used in support of financial aid.

Class of 1956 Scholarship Fund. Established in 1981 at the 25th class reunion. Income to be used in support of financial aid.

Class of 1963 Scholarship Fund. Established in 1978 at the 15th class reunion. Income to be used in support of financial aid.

Class of 1982 Scholarship Fund. Established in 1982 at the time of graduation. Income to be used in support of financial aid.

Class of 1983 Scholarship Fund. Established in 1983 at the time of graduation. Annual income and augmenting gifts to be added to the principal until the endowment reaches $100,000. At that time, annual income is to be awarded to a student in need of financial assistance.

The Chester H. Clemens '33 and Eleanor B. Clemens '32 Fund. Established in 1973 by gifts of family, classmates, and friends in memory of Chester H. Clemens '33. Income to be used annually for scholarship awards to worthy young men and women.

Winifred Coffin and Beatrice Taft Scholarship Fund. Established in 1969 by the bequest of Miss Beatrice K. Taft of the Class of 1900 in her name and that

of her twin sister, Mrs. Winifred Taft Coffin of the Class of 1900. Income to be awarded to a deserving girl from New Hampshire.

Almy D. Coggeshall '40 Scholarship Fund. Established in 1974 by Almy D. Coggeshall '40.

Colby Fund. Established in 1970 by the bequest of Mabel Colby. Income to be used for deserving and needy students from the towns of Lincoln, Sudbury, Orwell, and Bristol, Vermont. The student selected for this aid shall be chosen from the towns in the foregoing order.

Jesse Connor Scholarship Fund. Established in 1983 by the Arthur H. Connor Trust for a financially deserving native born male citizen of the USA.

Louise Hasbrouk Connor Scholarship Fund. Established in 1983 by the Arthur H. Connor Trust for a financially deserving native born female citizen of the USA.

Reginald L. Cook '24 Memorial Scholarship Fund. Established in 1984 by family and friends in memory of Professor Cook who taught at Middlebury College from 1929–69. Annual income is to be used for scholarship awards with preference given to students majoring in American Literature.

Reginald and Juanita Cook Scholarship Fund. Established by gifts from alumni and friends of the Bread Loaf School of English. Income to be used for scholarships at the Bread Loaf School of English.

Edward Cooperstein '46 Scholarship Fund. Established in 1972 by Edward Cooperstein '46. Income to be awarded annually to worthy students.

Kay Corrigan Scholarship Fund. Established in 1966 by a bequest under the will of Miss Agnes T. Danehy. Income to be used for scholarship awards to deserving women student in the College who exemplify the character of Kay Corrigan '56.

The Ruth C. Cowles '24 Scholarship Fund. Established in 1980 by the bequest of Ruth C. Cowles '24 for scholarships for women.

The Annie L. Cox Scholarship. Established for a worthy student manifesting decided ability in some line of study, preferably a student of Italian parentage.

George C. Dade '15 Memorial Scholarship Fund. Established in 1965 by the gift of Mrs. George C. Dade to provide scholarship aid for worthy young men and women.

The Charles A. Dana Scholarship Fund. See first page of scholarship listings.

John F. Darrow '37 Memorial Scholarship Fund. Established in 1982 by gifts of his widow, Genevieve Darrow, and his business associates in the industry. Income to be used each year for a scholarship award to an undergraduate majoring in Economics.

The Sam P. Davis '21 Fund. Established by the gifts of Sam P. Davis '21 in 1966. Income to be used in support of emergency student aid.

The Wilfred E. Davison Scholarship Fund. Established in 1936 by bequest of Frank P. Davison of Cabot, for men.

Clifford T. Day Undergraduate Scholarship Fund. Established in 1970 by the bequest of Clarence T. Day. Income to be used to assist an undergraduate male student who maintains good grades and has evidence of good character and future leadership.

Pauline Feicht Decker Memorial Scholarship Fund. Established in 1984 by Harry Decker. Income to be used to assist students attending the Bread Loaf School of English.

The Alcide De Gasperi Scholarship Fund. Established in 1972 by the gift of Donald St. J. Sozzi, income to be used for scholarships for the Italian Summer School.

The Dr. Ralph B. DeLano Scholarship Fund. Established in 1950.

Delta Kappa Epsilon Scholarship Fund. The income to be awarded to a member of the Delta Kappa Epsilon Fraternity at Middlebury College, or lineal descendants.

The Thomas '70 and Teresa DeRogatis Scholarship Fund. Established in 1991, income is to be awarded annually to students who are encouraged to attend Middlebury through one of the College's special recruiting programs designed to increase diversity among the students, including, but not limited to, the DeWitt Clinton Partnership or the Rural Outreach Program.

Marten Y. de Schepper '72 Memorial Scholarship Fund. Established in December 1992 by the bequest from Mrs. Cornelia Westerman. Income to be used for the financial aid of needy, deserving and worthy students.

Jake Booth Devins Scholarship Fund. Established in 1987 by Donald F. Booth '58 in honor and memory of his grandson, to provide financial assistance for a deserving minority student.

Frederick C. Dirks '30 Scholarship Fund. Established in 1978 by gift of Frederick C. Dirks '30. Income to be used for a scholarship award to an undergraduate majoring in Economics.

'45 Discretionary Scholarship Fund. Established anonymously in 1973. Income to be used annually for partial tuition scholarships to young people whose attendance will contribute to broadening the socio–economic composition of the student body attending Middlebury. Thus, it is not intended primarly to assist those in severe financial need, but is to be utilized to influence the mix of students attending Middlebury by assisting those who need at least some financial aid.

Constance Barker Diss Student Aid Fund. Established in 1967 by a bequest under the will of Mrs. Constance Barker Diss, Class of 1900. Income to be used for financial aid to deserving students.

The Kathleen C. Downey Memorial Scholarship Fund. Established in 1981 by the gifts of family and friends in memory of Kathleen C. Downey, M.A. (1962). Annual income to provide scholarship assistance to a student at the Bread Loaf School of English.

The Erwin Ewald Drost Memorial Fund. Established in 1944 by Mrs. Marguerite Jahr, Mrs. Winnie Wiesenthal, Mrs. Clara Comstock, and Miss Emma C. Drost, in memory of their brother, Erwin Ewald Drost, Class of 1924.

Ralph L. DeGroff '25 Scholarship Fund. Established in 1988 by the gift of Ralph L. DeGroff, Jr. with income to be used for a child from a middle income family from the State of New York.

The Easton Family Scholarship Fund. Established in 1988 in honor of the Frank Easton family by his sons, Nelson Easton '41 and Roger Easton '43. The scholarship is awarded with preference given to students from Craftsbury, Vermont, then to students from Orleans County, Vermont, then to students from surrounding counties.

Dean S. Edmonds Scholarship Fund. Established in 1953. Income from fund to be used for financial aid, giving preference to male students and to students of the sciences, more particularly physics, including electronics.

The Eunice S. Eldridge II Scholarship Fund. Annual income to support scholarships for students preparing to be teachers.

Grace M. Ellis Scholarship Fund. Established in 1966 by the Worcester County Alumnae Association in memory of Grace M. Ellis. Income to be used each year for a scholarship award to a woman undergraduate with preference to a woman from Worcester County, Massachusetts.

Sidney Ender Scholarship Fund. Established in 1974 by Sidney Ender. Income to be used for scholarships for Canadians with preference for students from Quebec.

The Jerome C. and Debora M. Eppler Scholarship Fund. Established in 1977. Annual income is to be used to provide financial aid to needy and worthy students at Middlebury College.

The Katherine Ball Everitt '17 Memorial and Helen E. Law Scholarship Fund. Established by George L. Everitt.

The Fairbanks Scholarships. Established by Thaddeaus Fairbanks, Esq. of St. Johnsbury, for men.

The Feng Ming–huei Memorial Scholarship Fund in the Chinese School. Established by her family and friends in 1990. The income will provide an

annual scholarship to a worthy and needy student in the Chinese School who is studying at the second, third, or fourth level.

The Margaret Grant Fielders Endowed Scholarship at the Bread Loaf School of English. To be awarded to a student, male or female, young or old, who comes to Bread Loaf for the love of learning and the joy of reading and writing. This student should possess a life–long commitment to the ideals of liberal arts, and loyalty to the unique and pervasive spirit of the Bread Loaf School of English.

The Peter Stanley Firestone Memorial Scholarship Fund. Established in 1986 by Julie Nelson Firestone '63. Annual income to be used in support of financial aid to deserving students.

Allan T. Fisher '75 Memorial Scholarship Fund. Established in 1983 by family and friends.

The John Albert and Sophia Warner Fletcher Fund. Established in 1977 by gift of Paris Fletcher '24 to honor his father and mother. Income to be used preferably for students from middle income families.

Rollo J. Francisco Scholarship Fund. Established in 1951 under the will of Rollo J. Francisco of Rutland, Vermont.

E. Chester "Ben" Franklin '21 Scholarship Fund. Established in 1962 by Miss Helen A. Franklin in memory of her brother. First preference to be given to descendants of Ernest Chester Franklin and then to undergraduates maintaining high academic standards and participating in the athletic program of the College.

Donald D. Fredrickson '25 Memorial Scholarship Fund. Established in 1990 by the bequest of Herbert Lewis Smith and the Fredrickson family. Annual income to be used to provide scholarship aid to a deserving student who intends to major in the Liberal Arts, not Performing Arts.

The Stephen A. and Ruth H. Freeman Scholarship Fund. Established in 1982 by gifts of their children. To be awarded annually to candidates selected by the financial aid office in cooperation with the Vice President for Foreign Languages to either graduate or undergraduate students showing exceptional interest and ability in a foreign language for personal or professional reason either at Middlebury during the academic year or in the Middlebury summer session or at one of our Schools Abroad.

The French Center in New England Fund. Established in 1976 by the gift of the French Center in New England. Income to be used annually to provide scholarships for students studying at the Middlebury French School, who are French teachers or are seeking professional preparation as future teachers of French.

Robert Frost Fellowship at the Bread Loaf Writers' Conference. Established in 1978 by CBS, Inc. Income to provide a fellowship to be awarded annually to a promising young poet.

Eben J. Fullam Scholarship Fund. Given in memory of Eben J. Fullam of the Class of 1895 by Mrs. E. J. Fullam of Springfield, Vermont.

Alice Brooks Fuller Scholarship Fund. Established to aid worthy women, preferably from Worcester County, Massachusetts.

John Hamilton Fulton Memorial Scholarship Fund. Established in 1964. Income to be awarded as named scholarships to qualified students, with preference given to those who are graduates of Athens College, Greece, and for those of Scottish parentage who are graduates of schools located in Scotland.

Dr. Clyde G. Fussell '25 Memorial Scholarship Fund. Established in 1987, the recipient is to be a good scholar majoring in English or History, with preference given to a graduate of Spaulding High School, Barre, Vermont.

The Marion Gallagher Scholarship Fund. Established in 1977 by the bequest of Judge Elbert T. Gallagher '23. Annual income to be used to provide scholarships for worthy students.

The Barbara Everard Gannett '61 Memorial Scholarship Fund. Established in 1975 by David Gannett '62, family, friends and classmates in memory of Barbara Everard Gannett, Class of 1961. Income to be used for scholarships to students from middle income families living in the Northwest section of the United States with preference to a woman.

Leon and Una Gay Scholarship Fund. Established in 1964 by Leon S. Gay, income to be used for scholarships with preference to be given to students who are residents of the State of Vermont.

The William W. Gay Fund. Established in 1929 by the gift of Mrs. Frederic F. Van de Water, Jr., in memory of her father, William W. Gay, Class of 1876.

Joan F. Giambalvo Scholarship Fund. Established in 1973 by Miss Adeline G. Giambalvo. Income to be used annually for scholarship aid in the Italian School.

The Gilbert Family Scholarship Fund. Established in 1986 by a gift from S. Parker Gilbert of New York. Income from the Fund will be used annually to support students with demonstrated financial need whose backgrounds and potential for success reflect Middlebury's high standards of leadership and excellence.

Edward N. Gosselin Scholarship Fund. Established in 1966 by Edward N. Gosselin '15. Income to be used for scholarship awards to a senior or junior, or both, with priority to candidates from first: Rutland County, Vermont, second: State of Vermont, and third: State of Illinois.

Rosamond F. Granger Scholarship Fund. Established in 1985 by a trust of the late Alfred Granger in memory of Rosamond F. Granger.

The Egbert C. Hadley '10 Scholarship Fund. Established in 1980 by the gift of Carol Bracken '79 and her father, Jim L. Bracken, to record the inspiration Carol received from her association with Egbert Hadley. Income to be awarded annually to a Middlebury student.

Ivan D. and May W. Hagar Scholarship Fund. Established in 1972 under the wills of May W. Hagar and Ivan D. Hagar '09. Income to be used annually for scholarships.

Charles Emerson and Nellie Blakely Harris Memorial Scholarship Fund. Established in 1965 by H. Blakely Harris in memory of his grandparents. Income to be used for scholarship awards to worthy students.

Joel B. Harris Scholarship Fund. Made available in 1937 under an annuity contract with Charles P. Harris, for the benefit of male students of the College.

Benjamin L. Haydon Scholarship Fund. Bequest under the will of Elsie Haydon Cornell. Income to be used for Middlebury College scholarships. Benjamin L. Haydon graduated from Middlebury College in 1897.

The Charles B. R. Hazeltine Fund. Established in 1923 for assisting worthy students.

The Burt A. Hazeltine Memorial Scholarship Fund. Established in 1976 by an anonymous gift to honor Burt A. Hazeltine, who served Middlebury College with distinction as Professor of Mathematics from 1924 to 1956, and as a Dean of Men from 1926 to 1939. Annual income to be used to provide scholarship assistance to needy and worthy students with preference given to those majoring in mathematics.

Richard A. Heine Memorial Scholarship Fund. Established in 1964 in memory of Richard A. Heine '64 by his parents and friends to assist a deserving undergraduate at Middlebury to complete his education.

The Waldo H. Heinrichs Scholarship Fund. Established in 1956, the income to be awarded to a man or woman in the sophomore year for use in the junior year.

Dr. Walter H. Hellmann '24 Scholarship Fund. Established in 1981 by Dr. Walter H. Hellmann '24. Income to be used annually for scholarship award to a deserving student in the junior or senior class with preference for award to one intending to become a teacher of physics.

Elizabeth A. Hickcox and Frank B. Hickcox Memorial Scholarship Fund. Established in 1965 by members of the Hickcox family and friends.

Laurence B. Holland Memorial Scholarship Fund. Established in 1980 by family and friends. Income to be used for scholarships at the Bread Loaf School of English.

The John A. Howe Scholarship Fund. Bequeathed by John A. Howe, Esq., Class of 1853; the income first available for the descendants, and then under certain conditions for students from Poultney.

Moses G. Hubbard '13 Scholarship Fund. Established in 1969 by the bequest of Moses G. Hubbard '13. Income to be used as scholarships or other financial assistance to deserving students.

Mary Stone Hunt '15 Scholarship Fund. Established in 1981 by the bequest of Mary Stone Hunt '15. Income to be used for a scholarship for a graduate or graduates of Vergennes High School.

The Lauren Husted Scholarship Fund. Established in 1985, in memory, by her parents and friends and the Colorado Authors' League. Scholarship to be awarded to a resident of Colorado, who applies to the Bread Loaf Writers' Conference and who meets the criteria established by the Conference for scholarship recipients.

Merrill L. Jenkins '15 Scholarship Fund. Established in 1973 by the bequest of Mrs. Florence E. Jenkins in memory of her husband. Income to be used for scholarship award as a part of the general scholarship program.

Christian A. Johnson Memorial Scholarship Fund. Established in 1964, for upperclass students with preference being given to those majoring in Economics.

Frederick B. and Louise M. Johnston Scholarship Fund. Established in 1988 by the gift of Frederick B. Johnston '48 with income to provide financial aid to qualified students as part of the outreach program for diversity in the student body.

The Charles S. (Casey) Jones '15 Scholarship Fund. Established in 1977 by the bequest of Charles S. (Casey) Jones '15.

The Frederica V. Jones Scholarship Fund. Established in 1950. The gift of Vanderbilt Webb and Cyril H. Jones. Income to be annually used as a scholarship for the benefit of any man or woman who may in the judgment of the College authorities be deserving of this award.

The Kappa Delta Rho Scholarship Fund. Income to be used annually for scholarship aid for needy and worthy students, with preference being given to members of the Kappa Delta Rho fraternity.

Albert and Edna Karlik Scholarship Fund. Established in 1988 by the gift of the Estate of Albert L. Karlik with income to be used for scholarship aid.

Joseph P. Kasper Scholarship Fund. Established in 1962 by the directors of the Associated Merchandising Corporation to honor Joseph P. Kasper '20 on occasion of his retirement from that company as Chairman of the Board. Income awarded annually in equal amounts to an undergraduate man and woman.

Elizabeth B. Kelly Fund. Established in 1970. Augmented by a commitment in 1987 from Mr. and Mrs. John Kruesi and friends of Dean Emerita Kelly. Income to be used for deserving students.

The John M. Kirk, Jr., Scholarship Fund. Established 1975. Annual income to be used to provide scholarship assistance to Middlebury students following completion of their first year who have demonstrated by their performance in the classroom and laboratory and by their efforts in competitive sports that they are student athletes.

John M. Kirk, Jr., Memorial Scholarship at the Bread Loaf School of English. Established in 1976 by Mr. and Mrs. John M. Kirk, Sr., in memory of their son. Annual income to provide scholarship assistance to a student at the Bread Loaf School of English who shares his commitment to scholarship and to teaching.

Dr. Michael Kolligian, Jr., '44 Scholarship Fund. Established in 1987 by Dr. Michael Kolligan, Jr. '44. Income to be awarded annually to a student in his/her sophomore, junior, or senior year who had to work in order to assist him/herself in acquiring a Middlebury education and who has made a significant contribution to the College in extra curricular activities, preferably in athletics, while maintaining a satisfactory academic standing.

The Harold Krichbaum '24 and Rena Dumas Krichbaum '22 Memorial Scholarship Fund. Established under the will of Rena Dumas Krichbaum '22 of Fairport, N.Y. in 1979. The income to be used for scholarship aid for undergraduates majoring in music and foreign languages.

The Arnold R. LaForce '35 Scholarship Fund. Established in 1976 by the gift of Robert F. Thompson to honor Arnold LaForce upon his election as Chairman of the Board of Trustees. Annual income for scholarship assistance for needy and worthy students from middle–income families.

The Merton D. La Fountain '22 Memorial Scholarship Fund. Established in 1991 by a bequest of Merton D. La Fountain '22. Income to be used for scholarship(s) for a meritorious student or students with preference to students of the classics, Latin, or Greek.

L'Amicale Scholarship Fund. Established in 1981 by gifts of members of L'Amicale de Middlebury, the alumni association of the French School. Income from the endowment to provide two scholarships annually to students in their final year of the degree program of the French School, one to a student in the summer program and one to a student in the Paris program.

The Sanford H. Lane Memorial Scholarship Fund. Established in 1945, for men students.

The Ted Lang, Jr., Memorial Scholarship Fund. Established in 1945 by Mr. and Mrs. Fred P. Lang of the classes of 1917 and 1915, in memory of their son,

who lost his life on the battlefield in France during World War II. Income to be awarded annually to men in their junior and senior years who have had to work to assist themselves in acquiring their Middlebury education, and who have made a contribution to their College in extracurricular activities, preferably athletics. It is the donors' intent that the award permit less financial burden on the awardees in their upper class years in recognition of their determination to obtain their Middlebury degree by their own efforts and initiative.

Frederick W. Lapham, Jr., '43 Memorial Scholarship Fund. Established in 1983 by family and friends.

Edwin W. Lawrence Scholarship Fund. Established by gifts from Edwin W. Lawrence in memory of his father, George Edwin Lawrence, Class of 1867.

The Claude Levy Scholarship Fund. Established in 1969. Income to be used by students enrolled in the French Summer School.

Frances B. and Paige D. L'Hommedieu Scholarship Fund. Established in 1983 for deserving qualified students coming from community/county colleges for their third and fourth years at Middlebury.

The Literary Fund. Established in 1835, for men.

Dr. Nicholas Locascio Scholarship Fund. Established in 1970 by Dr. Nicholas Locascio and others for scholarship aid to students in the Italian School.

Frank Lombardy '35 Memorial Scholarship Fund. Established in 1979 by his widow, Ruth Furness Lombardy '37. Income to be used for scholarship aid to an undergraduate participating in intercollegiate athletics, with preference to a member of the golf team.

Hazel MacLeod Fund. Established in 1970 by the bequest of Hazel MacLeod Wills. Income to be paid to a worthy woman student for expenses other than tuition and board.

The Eta Manell '34 Scholarship Fund. Established in 1979 by the gift of Abram Manell '34. The annual income to be awarded to a member of the first-year class in need of financial assistance.

Andrew C. Marchbank '65 Memorial Scholarship Fund. Established by the gifts of his parents and his uncle, Adrian Leiby '25. Income to be awarded annually to a worthy man possessing the qualities of campus citizenship and leadership exemplified by Andrew Marchbank '65.

Robert J. Marony Fund. Income to be used annually for the support of education at Middlebury for underprivileged young men and women of the United States.

The Buren H. McCormack Scholarship Fund. Established in 1972 by the bequest of Buren H. McCormack and the gifts of his family and friends. Income

to be used annually for scholarship aid, with preference given to a student interested in journalism.

James C. McLeod '26 Scholarship Fund. Established in 1984 by the bequest under the Will of Janet M. Stratton, for general scholarship purposes.

The Middlebury College Language Schools Fund. Established anonymously in 1987 to provide scholarship aid for teachers and prospective teachers attending the Middlebury College Language Schools, with preference given to teachers from school systems that do not provide support for graduate study.

The Midd–Vermont Alumni Association Scholarship. Awarded annually to a student from Addison County in need of financial support.

Gertrude Cornish Milliken Scholarship Fund. Established in 1964 by gifts of the Middlebury Alumnae Association and Alumnae Club to honor Mrs. Gertrude Cornish Milliken '01. Income to be awarded to undergraduate women.

The Levi P. Morton Scholarship Fund. Established by Hon. Levi Parsons Morton of New York City, for men.

Judith Davidson Moyers Scholarship Fund. Established in 1981 by the gift of Mr. Bill D. Moyers. Annual income to provide scholarship assistance for needy, worthy students.

Ralph O. and Lena G. Myhre Memorial Scholarship Fund. Established in 1973–74 by the gifts of many of Middlebury's Friends of Skiing to provide student aid each year for needy students who contribute to the College's ski program. Augmented in 1979 by gifts in memory of Ralph O. Myhre to record his distinguished contribution to skiing at Middlebury College.

The National Bank of Middlebury Scholarship Fund. Established by the Bank at the time of the College's 175th Anniversary. Annual income to be used to provide scholarship assistance for a worthy student from Addison County attending Middlebury College.

Elizabeth MacGill Needy '47 Memorial Scholarship Fund. Established in 1981 by the gifts of family, friends and classmates in memory of Elizabeth MacGill Needy '47. Annual income to be used for scholarship aid for needy and worthy students.

Walter J. Nelson '32 Scholarship Fund. Established in 1972 by John M. Kirk '39 and friends to honor "Duke" Nelson on his retirement from 30 years of coaching and service as Director of Intercollegiate Athletics at Middlebury College. Income to be awarded to student athletes in their junior and senior year, excelling in one or more sports and demonstrating good campus citizenship.

Werner Neuse Scholarship Fund. Established for scholarship aid to students in the German School.

The New Jersey Student Aid Fund. For men from New Jersey.

June Brogger Noble Scholarship Fund. Established in 1985 by the trustees of the Phyllis Kimball Johnstone and H. Earle Kimball Foundation. Annual income awarded to a student on financial aid and in good academic standing, the same student receiving the scholarship annually until graduation, with preference to minority students.

Anna and Luke J. Nolfi Scholarship Fund. Established in 1970 by Anna and Luke J. Nolfi. Income to be used to award an annual scholarship to a student enrolled in the Italian Summer School or the Graduate School of Italian in Italy.

The Luke J. Nolfi Memorial Scholarship Fund. Established in 1983 by Anna I. Nolfi in memory of her husband. Income to be used to award an annual scholarship to a student enrolled in the Spanish Summer School or the Graduate School of Spanish in Spain.

Sidney Nordenschild, Sr., Scholarship Fund. Established in 1967 by the partners of Sidney Nordenschild, Sr., to honor his fifty years with the company and his sixty–fifth birthday. Income to be used for scholarships.

The Berthe O. Normano Scholarship Fund. Established in 1976 by George G. Nichols, Jr. Income to be used annually for a scholarship at the Russian School.

Ted J. Novak '50 Memorial Scholarship Fund. Established in 1988 by the gift of the Estate of Ted J. Novak '50, with income to be used for the purpose of a scholarship to an undergraduate participating in intercollegiate athletics.

Peter Odabashian Memorial Scholarship Fund. Established in 1974 by gifts of his wife, students, and friends, income to provide scholarship assistance for students at the Russian School.

The Bernard J. O'Keefe Scholarship Fund. Established in 1986. To be awarded annually to a writer of fiction or non–fiction who has published in either genre in national periodicals and/or newspapers.

The Charles J. Orr Memorial Scholarship at the Bread Loaf School of English. Established in 1986 by Bread Loaf students, alumni and friends to honor Charles Orr's commitment to teaching and the values by which he lived.

The Hewitt Page Scholarship Fund. Established in 1964 by the gift of Hewitt E. Page '33.

Cornelius R. Palmer '25 Fund. Established by the gifts of Mr. Cornelius R. Palmer '25 in 1969, to be used for scholarships for underprivileged men and women, with preference given to graduates of schools located in Cape May County, New Jersey or New York City.

The Adele T. Parker Scholarship Fund. Established in 1980 in memory of his mother by the gift of Peter T. Parker '54 and Julie H. Parker '54. Annual income to provide financial aid to a deserving student at Middlebury College.

The Dr. George F. Parton, Jr., Memorial Scholarship Fund. Established in 1978 by gifts of members of classes 1970 through 1977. Income to be used annually for scholarship award to a deserving student with preference for students in pre–med programs.

The Pell Fund. Established in 1987 by Dr. C. Irving Meeker '50 and Katharine Pell Meeker '50 in memory of Mrs. Meeker's mother, Alice Eckert Pell, and father, David Ackerman Pell. Income from this endowment is used to support individuals who are pursuing careers in education and programs designed to improve the art of teaching.

The Penfield Scholarship Fund. Established by Allen Penfield, Esq. of Burlington, for men.

The Arthur D. Pepin '44 Scholarship Fund. Established in 1984 by Dr. Michael Kolligian, Jr. '44 and friends to honor Mrs. Leonie Hayes, who made it possible for Arthur Pepin to attend Middlebury College. Income to be awarded annually to a student in his/her sophomore, junior, or senior year who had to work in order to assist him/herself in acquiring a Middlebury education and who has made a significant contribution to the College in extra curricular activities, preferably in athletics, while maintaining a satisfactory academic standing.

The Philadelphia Alumnae Club Scholarship Fund. Established in 1975 by the Philadelphia Alumnae Club – Suburban West. Income to be used for scholarships, with first preference given to Middlebury women residing in Greater Philadelphia.

The Mildred H. Hubbard Phipps '20 Memorial Scholarship Fund. Established in 1974 by the gift of her brother, Oliver J. Hubbard. Income to be used annually for scholarship awards to girls from New Hampshire, with first preference for award to a student from Walpole, New Hampshire.

The Dana G. Pierce Scholarship Fund. Established in 1951 for men students from Rutland High School.

Blanche and Stephen Piskor Memorial Scholarship Fund. Established in 1973 by Dr. Frank P. Piskor '37 in memory of his parents. Income to be used annually for scholarship awards.

Frank P. and Anne C. Piskor Scholarship Fund. Established in 1985 by Dr. Frank P. Piskor '37. Income to be used annually for scholarship awards.

Louise R. Plaisted Scholarship Fund. Established in 1983 by the will of Louise R. Plaisted.

William H. Porter Memorial Scholarship Fund. Income to be used for a tuition scholarship. Established by Helen Porter Pryibil in 1950.

Anastasia Feodorova Pressman Memorial Scholarship Fund. For scholarship aid to students in the Russian School.

The Frederika Proctor Fund. Established in 1956. Income to be awarded as a named scholarship to an undergraduate studying French.

The Cecilia Quiros Scholarship Fund. Established in 1981 by R. Dario Quiros '61. Income to provide aid to undergraduate students in need of financial assistance.

The Charles R. Rice '58 Scholarship. Established in 1988 to assist Middlebury with its minority recruitment efforts. Annual income to provide scholarship assistance for a deserving minority student.

James Richardson Scholarship Fund. Established in 1924 by Mrs. James Richardson as a scholarship for the French Summer School.

Justin Ricker Scholarship Fund. Established by Justin M. Ricker '06 for scholarships for male students from Bridgeport, Connecticut, or Waterbury, Vermont, or both.

Helen Coldwell Riccio Memorial Fund. Established by the gift of Leonard D. Riccio '29, income to be used for scholarships in the French or Spanish Department.

Leonard D. Riccio Memorial Scholarship Fund. Established in 1987 for deserving students.

Charles R. Rice '58 Scholarship Fund. Established in 1988. The annual income to provide scholarship assistance for a deserving minority student.

Marjorie J. Robb Scholarship Fund for Summer Language Studies. Established in 1988 by the gift of Susan R. Weidner '69, with income to be used for most deserving students in any of the summer language schools.

The Marguerite Rogers '18 Scholarship Fund. Established in 1970 by the bequest of Miss Marguerite Rogers. Income to be used for needy students.

The Richard A. Rosbeck Memorial Scholarship Fund. Established in 1968 by gifts of his family and friends in memory of Richard A. Rosbeck '61, who was killed in military service in Vietnam. Income to be used each year for scholarship aid to a worthy, qualified athlete who, in addition to financial need, displays drive and determination for personal as well as team excellence in Middlebury athletics.

The Eleanor S. Ross Scholarship Fund. Established by Middlebury Alumnae Association in memory of Dean Eleanor S. Ross Thomas. Awarded annually to a Middlebury senior woman and based equally on the scholarship, need and all–around merit of the recipient.

The John W. Rowell Fund. Established by the late Chief Justice Rowell.

Robin Royle Memorial Scholarship Fund – Russian School. To be awarded annually to an outstanding student in the undergraduate division of the Russian School program.

The A. Bayard Russ Memorial Scholarship Fund. Established in 1968 by gifts of Louise Tunnicliff '67, his parents and friends in memory of A. Bayard Russ '66, who was killed in military action in Vietnam. Income to be used each year for a scholarship award to a deserving boy showing athletic ability, good campus citizenship and the distinctive qualities of leadership and service exemplified by A. Bayard Russ '66.

Donald W. Salisbury '16 and Eva Leland Salisbury '17 Memorial Scholarship Fund. Established by Richard J. Salisbury '45 in memory of his parents. Income to be used in support of scholarships.

The Henry W. Schuettauff Scholarship Fund. Established in 1968 by Henry W. Schuettauff '27.

George Robert White Scott (Class of 1864) Scholarship Fund. Established in 1958 by request of Dr. George Dow Scott, Class of 1895, for students of high character, irrespective of creed, color, race, or scholarship standing, preference to be given first to a student or students belonging to Alpha Mu, Chi Psi, and then to a student or students of North American Indian, Chinese or Japanese descent.

The Lynde Selden Scholarship Fund. Established in 1967 by the bequest of Mrs. Lynde Selden to honor her husband, Lynde Selden LL.D (Hon.) 1961.

The Jonathan Vollrath Shadd '78 Memorial Scholarship Fund. Established in 1980 by gifts from the Shadd family. Income to be used for scholarship awards, with preference given to students from single-parent families.

Mina Shaughnessy Memorial Scholarship in Writing at the Bread Loaf School of English. Established in 1983. Income to be used to award an annual scholarship to a teacher who exemplifies Mina Shaughnessy's commitment to writing and teaching.

The Marion Shows Fund. Established in 1972 by various donors. Income to be used annually to assist minority students.

Carleton H. Simmons '28 Memorial Scholarship Fund. Established in 1985, income to be used annually for scholarship awards.

The Cecil C. Simmons '24 Fund. Established in 1975 by a gift of The Serial Federal Savings and Loan Association to honor Cecil C. Simmons '24 upon the occasion of his retirement as chairman of the board.

Ernest Simons Memorial Scholarship Fund. Established in 1987.

The Skinner–Allen Scholarship Fund. Established in 1976 by a gift of $1,500 in memory of Mrs. Lee B. Skinner and Harriet (Grant) and Edward Evarts Allen by Carolyn Lee Allen '30.

The Bezeliel Smith Fund. Established in 1893, for men.

Lucy S. Smith '18 Scholarship Fund. Established in 1961 for needy and deserving students.

The Jonathan Coleman Southmayd Scholarship Fund. Established by the late Hon. Redfield Proctor in 1922. Income first available for students (men or women) from Proctor.

The Kenneth Sozzi Memorial Scholarship Fund. Established in 1972 by the gift of Donald St. J. Sozzi, income to be used for scholarships for the Italian Summer School.

The A. P. Stafford Fund. Established to assist needy students from Wallingford.

The John Wolcott Stewart Fund. Established in 1956 by the late Philip B. Stewart in memory of his father. Income to be awarded to one or more male students in need of financial aid who, having completed one or more years' courses, have shown themselves to be of good character and worthy of continued enrollment in college.

The W. J. Stone Fund. Established by bequest of Wilfred J. Stone '02, the income to be used to assist Vermont male students at Middlebury College with preference to graduates of Vergennes High School or Vermont Academy.

The Strauss Family Scholarship Fund. Established in 1986 by Thomas W. Strauss to assist qualified students from New York City to attend Middlebury College. Income to be awarded annually.

The Subscription of 1852. For men.

Agnes Warner Sunderland Fund. Established by Edwin S. S. Sunderland, Esq., Class of 1911, the income from which is first available for the assistance of students from Cornwall.

Swain Family Scholarship Fund. Established by Thelma C. Swain, mother of Virginia E. Swain '64, in 1989. The income from the scholarship fund is to provide financial aid to needy and worthy students attending Middlebury College from the State of Maine.

The Miriam Deedman Swede '27 Scholarship Fund. Established in 1981 by Miriam Deedman Swede '27. Income to be used annually for scholarship assistance to able and promising young men and women needing assistance in financing their Middlebury education.

The Charles and Jessica Swift Scholarship Fund. Established in 1982 by the bequest of Charles M. Swift. Annual income to provide scholarships for students who are graduates of high schools or academies in Addison County, Vermont.

Wylie and Lucy Sypher Scholarship Fund. Established by gifts from alumni and friends of the Bread Loaf School of English. Income to be used for scholarships at the Bread Loaf School of English.

The Arthur Gould Tasheira Fund. The income to be used as far as possible to provide scholarships for worthy and deserving students.

Ta–Tuan Ch'en Scholarship Fund. Established in 1984 in recognition of dedicated service to the College by Ta–Tuan Ch'en, guiding spirit behind and director of the Chinese School for thirteen years – in 1967, 1969–73 and 1977–83. The scholarship is to be awarded annually to a graduate or undergraduate student showing exceptional ability in Chinese to continue studies at the Middlebury College Chinese School during the summer.

Gerald E. Thayer '31 Memorial Scholarship Fund. Established in 1989 by Gerald C. Thayer '65 in memory of his father. In recognition of Gerald E. Thayer's thirty–seven years of dedicated service to education, the scholarship is to be awarded on the basis of financial need and/or academic achievement.

Helen A. and W. Grady Thomas '16 Scholarship Fund. Established in 1978 by W. Grady Thomas '16. Annual income to be used for scholarship awards for needy and worthy students from middle–income families.

Thomas G. Thompson Scholarship Fund. In memory of Frank Genung Thompson and Mrs. Alma C. Dow to provide two equal scholarships, one for a young man preparing for the Protestant Christian ministry, and the other for a young woman.

The Ludger J. Tousant Fund. Established by the Class of 1920 in memory of their classmate – Ludger J. Tousant – killed in World War I.

John Crawford Trask, Jr., '41 Memorial Scholarship Fund. Established in 1980 by Jane Hayden Trask '41 in memory of her husband. Annual income to be used for partial scholarship for needy and worthy students.

The K. P. Tsolainos Memorial Scholarship Fund. Established in 1968 by The K. P. and Phoebe Tsolainos Foundation, Inc. in memory of K. P. Tsolainos, LL.D. (Hon.) 1964. Income to be used for scholarships for students majoring in economics or history, with preference to young people of Greek descent.

The Herbert K. Twitchell Fund. Established in 1929 by a bequest received under the will of Mr. Twitchell for students from Vermont, preferably Addison County.

The James M. Tyler Fund. For students from Vermont.

Bessie Clarinda Verder '98 Memorial Fund for Women Students. Established by Blanche Avaline Verder in memory of her sister.

The Voter Memorial Scholarship Fund. The income to be used for scholarship purposes, in memory of Professor P. C. Voter, formerly Chairman of the Chemistry Department.

The Roy H. and Ida Tarbell Walch Scholarship Fund. Established in 1983 by Ida Tarbell Walch in memory of her husband, Roy H. Walch '13.

The Waldo Fund. Established in 1864 by bequest of Mrs. Catherine E. Waldo of Boston, for men.

The Raymond A. Waldron Scholarship Fund. Established in 1982. Income to be used for scholarships for teachers of English, with preference given to teachers from New York State to study at the Bread Loaf School of English.

The Phoebe Kasper Wallach '49 Memorial Scholarship Fund. Established in 1968 by gifts of her parents, Mr. and Mrs. Joseph P. Kasper '20, and friends in memory of Phoebe Kasper Wallach '49. Income to be used each year for scholarship award to an able and deserving woman.

The Ruth McCullough Walzer Scholarship Fund. Established in 1990 by bequest of Ruth McCullough Walzer. Income to be used annually to provide financial assistance to one or more worthy, needy students of the Bread Loaf School of English.

The Warren Fund. Given in 1835 by bequest of Deacon Isaac Warren of Charlestown, Massachusetts. Income to be applied in payment of college bills for those who are preparing for the Gospel ministry.

Lois Behrman Watson '51 Scholarship Fund. Established in 1987 to provide financial aid to language school teachers in the Masters or Doctoral program of any one of the Language Schools on the Middlebury campus or the schools abroad.

The WEB Fund. Established in 1974 by Fred (Wilfred W.) Barnes '30 in memory of three of his former teachers at the High School of Commerce, Worcester, Massachusetts (1922–26), Mary Ella Whipple, Grace M. Ellis '12, and Ruth L. Boyden. Income to be used to provide scholarship assistance with first preference to needy and worthy students from Worcester County, Massachusetts, and second preference from San Diego, California.

The Asa Wheelock Scholarship Fund. Established under the will of Charles B. R. Hazeltine of Arlington, Massachusetts, the income first available to Protestant students from the town of Wardsboro, and then from other small country towns in the State.

The Dr. Percy T. and Pauline C. Whitney Scholarship Fund. Established in 1982 by Percy T. and Pauline C. Whitney. Annual income to be used in support of financial aid to deserving students.

F. Carl Whitney '18 Memorial Scholarship Fund. Established in 1983 under the will of the late F. Carl Whitney.

Raymond L. Whitney '35 Memorial Scholarship Fund. Established in 1971 in memory of Raymond L. Whitney '35 by gifts from his family and friends. Annual income to be used in support of financial aid with preference for a student from Vermont or Maine.

The Albert Henry Wiggin Memorial Scholarship Fund. Established in 1967 by the bequest of Mrs. Lynde Selden in memory of her father, Albert Henry

Wiggin, trustee of Middlebury from 1922–1950. Added to by the Albert H. and Jessie D. Wiggin Foundation.

Percival and Marion Wilds Memorial Scholarship Fund. Established in 1972 by Charles M. Wilds. Income to be used annually for a scholarship award with preference to a Vermont student.

Frank A. Williams, Jr., '69 Memorial Scholarship Fund. Established by the gifts of friends, family and classmates in memory of Frank A. Williams, Jr., to provide scholarship assistance for Middlebury students seeking private instrumental or voice instruction in music and needing help to finance the cost of instruction.

The Emma Willard Scholarship Fund. Established in 1895 by the Emma Willard Association for the benefit of deserving senior women.

The Mark Doty Wilson '72 Scholarship Fund. Established in 1976 at the request of Mark Doty Wilson '72 prior to his death. The income providing partial financial support for one or two juniors or seniors majoring in English to study at the Bread Loaf School of English, the Bread Loaf Writers' Conference or Bread Loaf at Oxford, England. Qualification for financial aid is a prerequisite for such an award.

The Windham County Congregational Scholarship Fund. Established in 1951. Income first available for students proposed by the Conference.

The Harriet B. Winsor Scholarship Fund. Established under the will of Harriet B. Winsor, of Springfield, Massachusetts, in 1950. One–half income to provide a scholarship for men and one–half income to provide a scholarship for women.

The Charles Baker Wright Scholarship. Established in 1949. Income from fund to provide two full tuition scholarships to be awarded annually to a man and a woman in the senior class.

The Marion L. Young Scholarship Fund. Established by the Middlebury Alumnae Association in 1940. Income awarded annually to a woman in her first year, outstanding in scholarship, personality and athletics.

Expendable Scholarships

Alice S. Ayling Scholarships. Established by the Alice S. Ayling Scholarship Foundation to provide scholarship assistance to deserving students.

The Louis L. Croland and A. Leon Kohlreiter Scholarship. Established by Barry Croland '59. An award of $2,000 to be made annually to a needy student, with preference to an art major.

The Rae R. Croland and Goldie Kohlreiter Scholarship Fund. Established by Barry Croland '59. An award of $2,000 to be made annually to a needy student, with preference to a student majoring in English.

The Marie L. Rose Huguenot Scholarship. $1,000 a year available to students of Huguenot ancestry nominated by the College for award by the Huguenot Society of America.

Jaqua Foundation Scholarship Fund. Established in 1983 by the Jaqua Foundation to provide one $5,000 scholarship or two $2,500 scholarships each year. Preference given to residents of New Jersey.

The Agnes M. Lindsay Awards. $8,000 annually from the Agnes M. Lindsay Trust.

F. A. and Katharine H. Nason Scholarship Fund. When funds are available, scholarship assistance shall be provided to Middlebury students majoring in the sciences or attending a recognized graduate program in the sciences, including first-year students with an interest in majoring in the sciences.

The E. Carroll Stollenwerck Scholarship Fund. Established July, 1991 in honor of E. Carroll Stollenwerck, who made it possible for so many young people to attend college. An award of at least $1,000 to be made annually to a needy student.

Charles Irwin Travelli Scholarships. Established by the Charles Irwin Travelli Fund. Four–year grants awarded annually to deserving students.

The Douglas and Erin Way Scholarship Fund. Established in 1990, the award is to be made annually to a student who is deserving of, and in need of, financial assistance.

Loan Fund

Alpha Sigma Phi Memorial Fund. Established in 1966 as a revolving loan fund for worthy and needy male students, in memory of those brothers in Alpha Sigma Phi of Middlebury College who lost their lives in World Wars I and II.

The Edwin L. Bigelow '13 Student Scholarship Fund. Established in 1981 under the will of Edwin L. Bigelow '13. Available to students from Vermont, special consideration being given when suitable applicants are available to students from the towns of Danby, Dorset, Manchester, Mt. Tabor, Pawlet, Ruper, Sandgate and Sunderland.

Reid L. Carr and Eleanora F. Carr Revolving Loan Fund. To help deserving students.

The Ella N. Goodale Student Loan Fund. For women. Established in 1989 by Adeline Florence Newman Reddick '24 in memory of her mother.

Joel B. Harris Student Loan Fund. A revolving fund for loans.

Hazeltine Student Loan Fund. Established in 1923 under the will of Chas. B. R. Hazeltine and his sister, Harriet S. Hazeltine of Arlington, Massachusetts.

The income only is to be used as a loan fund to assist students at Middlebury College.

Elam R. Jewett Student Loan Fund. Established in 1923 by a friend. The principal is to be safely invested, the income and accretions to be loaned, under certain conditions, to men students of the College.

Ada Howe Kent Foundation Loan Fund. Established in 1983 by the Ada Howe Kent Foundation for loans to students who are able to provide in part from their own resources and from families who can make some contribution, but are unable to pay all college costs.

Lee A. Kintzel and Roger Kintzel Student Loan Fund. Established in 1981 by the gift of Lee A. Kintzel '65. A revolving fund for loans to undergraduate students at Middlebury.

Martha Jewett Nash Student Loan Fund. Established in 1923 by a friend. The principal to be safely invested, the income and accretions to be loaned, under certain conditions, to women students of the College.

F. A. and Katharine H. Nason Loan Fund. The fund shall be restricted to Middlebury students majoring in the sciences, including first-year students with an interest in majoring in the sciences or attending a recognized graduate program in the sciences.

The Francis M. Newman Student Loan Fund. For men. Established in 1989 by Adeline Florence Newman Reddick '24 in memory of her father.

William H. Porter Student Loan Fund. An unconditional legacy received in 1927 under the will of William H. Porter of New York. By action of the Trustees it was made the William H. Porter Student Loan Fund, the principal to be safely invested and kept intact, the interest therefrom and accretions thereto to be used for making loans to worthy men students.

Justin M. Ricker Fund. Established in 1956 by Justin M. Ricker '06.

Emma Hardy Slade Student Loan Fund. A revolving loan fund for men and women, but with preference given to women. Established in 1961 by the National Society of New England Women, in honor of its founder.

Scholarship Awards and Prizes

There are many generous prizes and awards for which students may compete in various ways.

Charles B. Allen Memorial Prize. In memory of "Corky" Allen '62. Awarded to the senior who has excelled in the fields of biology, chemistry and/or physics, and who by participation in athletics and other student activities has contributed to the spirit of Middlebury.

American Institute of Chemists' Medal. For scholastic achievement in science and "potential for advancement in chemistry as a profession," the winner

is nominated by the faculty of the Chemistry Department to receive the 1967 American Institute of Chemists' medal awarded by the New England Chapter of the American Institute of Chemists.

John T. Andrews Memorial Prize in Philosophy. Established in 1987 by the Flint Charitable Trust in memory of Professor Andrews. To be awarded annually to the senior philosopher among his/her peers.

Bishop Atwood Historical Prize. Awarded to the man who does the most distinguished work in history. Established in 1938 by Julius W. Atwood, 1878, Bishop of Arizona, 1910–1925.

Donald Everett Axinn Annual Prize. Established in 1987, to be awarded by the Writing Program faculty to a junior or senior student whose work has been distinguished and warrants special encouragement.

Baldwin Prize (formerly Optima Prize). Given by Mr. and Mrs. Roger Baldwin, 1927, in memory of Henry Hobart Vail as a token of appreciation for the education of their daughter, Catherine Baldwin. The income of the fund to be given annually to the woman in the junior class who may be chosen as best exemplifying the ideal type of Middlebury College student based upon character, scholarship and personality.

The Frieda Derdeyn Bambas Prize in French Literary Studies. Awarded annually to a summer student in the French School with a grade-point average of 3.5 or better out of a 4.0, scale who has demonstrated excellence in French literary studies, preferably of the medieval, renaissance, or neo–classical period.

The Blum & Company, Inc. Award. Established in 1984 by Albert L. Blum '72. Awarded each year to a graduating senior in the Department of Sociology and Anthropology for high academic achievement or leadership in student and community activities.

Deacon Boardman Peace Prize. Awarded to a member of the junior class submitting the most credible literary essay of at least 2,000 words in favor of peace and in opposition to war as a method for settling international differences. In memory of Samuel Ward Boardman, Professor of Rhetoric and English Literature, 1859–1861.

Barbara Buchanan '62 – Alumni Association Award. Awarded to the graduating senior who has demonstrated a commitment to community service.

Reid L. Carr Prize. Awarded to the male member of the senior class who has shown the greatest proficiency in English Literature.

George H. Catlin Award. The annual income on a fund established by the will of George H. Catlin in 1930, awarded annually to the student who completes the full A.B. "classical" course, showing the highest grade for scholarship and deportment.

George H. Catlin Classical Prize Fund. Awarded to the student in the senior class whose college work in Greek and Latin is adjudged worthiest of distinction. Established in 1918 by George H. Catlin, Hon. LL.D. 1920, Pennsylvania banker.

George H. Catlin Fund. Established by the will of George H. Catlin in 1951. Awarded each year to the student who has completed with the highest average the full four–year "classical" course, including preferably some study of Latin and Greek.

The William B. Catton Prize. Established in 1984 by friends and colleagues of William B. Catton, first Charles A. Dana Professor of History at Middlebury College. Awarded annually to the graduating senior whose thesis on an American subject best combines and exemplifies the qualities of scholarly research and literary artistry.

The Challenger Award. Endowed by the Anthony Penale Fund in memory of Christa McAuliffe and the crew of the shuttle *Challenger*, it is awarded every summer to a rural English teacher attending the Bread Loaf School of English. It honors excellence in the craft of teaching, dedication to the development of the mind through learning, commitment to the process of expanding into consciousness the world of a child, and to connect that child to our common heritage and humanity.

The Elbert C. Cole '15 Memorial Fund Prize. Awarded to a junior or senior major who has shown an outstanding performance in biology courses, preferably a student who plans a career in biology or a biologically–related field. Established by Dr. Cole's family and friends to honor a gifted teacher, Professor of Biology at Williams College for 32 years and Trustee of Middlebury College for 30 years.

Janet C. Curry '49 Science Honors Award Fund. Established in 1977 by Janet C. Curry '49. Annual income to be used for awards to senior women working for honors in the sciences with first preference to senior women seeking honors in the biological sciences.

The F. C. Dirks Prize in Economics. Established in 1985 by friends wishing to honor the internationally distinguished accomplishments of Dr. Frederick C. Dirks '30 on the occasion of his 55th Reunion. Awarded each year to a student entering his or her senior year with extraordinary achievement and high promise for continuing leadership and success in economics and related fields.

The Martin Joseph Durkin III Memorial Award. Established in 1986 by family and friends. To be awarded annually to a graduating senior who has made a worthy contribution to the football team and exemplified those qualities of leadership, true sportsmanship and academic achievement so admirably possessed by Martin Joseph Durkin III '54.

Eaton Prize. Awarded to the student who, in the opinion of the President and the Faculty, has maintained the highest standing in the Classics.

George Ellis Fellowships. Two fellowships were established at Columbia University in 1931, under a provision in the will of George W. Ellis, to be open primarily to residents of Vermont or to the graduates of Middlebury, Norwich and the University of Vermont. The fellowships are awarded to qualified men or women for pursuing advanced or graduate study in any of the faculties or schools at Columbia. Information on this fellowship may be secured from the President's Office.

Harry M. Fife Memorial. Established in memory of Harry M. Fife, Professor of Economics, 1925–50.

The Alison G. Fraker '89 Essay Prize. Awarded each spring to an undergraduate whose essay on a topic specifically concerning women is judged the best by a panel of faculty. Generally the essay will have been submitted in the courses in the Spring and Fall semesters preceding submission. The prize is named in memory of Alsion Gwen Fraker '89.

The Freshman Achievement Award. Awarded annually to a well–rounded first-year student who demonstrates academic excellence and relates well to others.

The Drue Cortell Gensler '57 Prize. Awarded each spring to the student with the best senior project (thesis, performance, or creative work) on a topic specifically concerning women.

Maude Violet Graybar American History Prize. Established in 1966 by Lloyd J. Graybar '60 in memory of his mother, Maude Violet Graybar. Awarded annually to the student who writes the best honors thesis in American History Since 1860 or, at the discretion of the departmental chairman, to the senior student who has displayed the greatest proficiency in American History Since 1860 during four undergraduate years.

Hazeltine Klevenow Cup. Awarded to a man in any of the four classes who has best combined ability in athletics and excellence in scholarship. The name of the recipient is placed on the cup as a permanent record, and a replica of the cup is presented to the winner. Established by Marshall M. Klevenow, Middlebury coach, 1925–28, and Burt A. Hazeltine, Dean of Men 1926–1938.

J. Rowland Illick Prize in Geography. Awarded to the geography major whose achievements best exemplify Professor Illick's standards of academic excellence and humanitarian concern. Established in 1986 by the friends, students and colleagues of J. Rowland Illick.

Julian E. and Melba Jarrett Prize. Awarded to that graduating Political Science major who has excelled in the study of political philosophy, law and

American Government. Established in 1982 by Glenn A. Jarrett '70, in memory of his parents.

Kellogg Latin English Prize. Awarded for the two best examination papers on Horace. Established by Brainerd Kellogg, Professor of Rhetoric and English Literature, 1861–1868, and Trustee, 1885–1920.

The C.J. Neil Kvasnak Family Award. Established in 1983 by the C.J. Neil Kvasnak family. Income to be awarded annually to the graduating Political Science major who has excelled in the study of American politics, with special emphasis on state and local politics.

Lank Prize in Sociology and Anthropology. Established in 1984 by Dr. Alden G. Lank '55, faculty member and director of the MBA program of the International Management Institute, Geneva, Switzerland. Income to be awarded to a graduating senior in the Department of Sociology–Anthropology for academic excellence and, where appropriate, for contributions to international understanding.

The Helen T. Lin Award for Excellence in Chinese. Established in 1986 by the family of Helen T. Lin, former director of the Chinese School. To be awarded annually to a student selected by the director and faculty of the Chinese School.

Rose Martin Spanish Prize. Awarded to that woman graduating with a Spanish major, named by the Department of Spanish for her outstanding performance in the major area. Established in May 1961 by the Manhattan Middlebury Alumnae Association.

Merck and Company Award. For distinguished achievement in chemistry at Middlebury and future promise in the field of medicine, the winner is selected by the faculty of the Chemistry Department to receive the 1966 Merck Index prize awarded by Merck and Company of Rahway, New Jersey.

The Camillo P. Merlino Award for Excellence. A gift of a book or record to be awarded annually to an outstanding student in the Italian School. The Director of the School will select the student to receive the honor, which will be given for achievement in either literature or history.

The Merlino–Mezzotero Award. Established in 1979 by the gift of Richard F. Mezzotero to honor his good friend, Dr. Camillo P. Merlino, former Director of the Middlebury College Italian School. To provide cash prizes to a student each year on the basis of achievement for work done in either or both of two courses, "A Survey of Italian Literature" and "The Risorgimento."

The Ann and Edward Meyers Religion Prize. Established in 1986 by Mona Meyers Wheatley '56. To be awarded annually to a graduating senior who, in the judgment of the Religion department faculty, has given evidence of exceptional ability in understanding, expression and integration of ideas in the area of religious study.

Berthe O. Normano Prize. Established in 1991 in memory of Professor Normano, to be awarded to the senior student who writes the best senior thesis on a topic in the field of Russian/Soviet Area Studies.

Mildred Virginia Osher History Prize. Established in 1963 by Lloyd J. Graybar '60 in memory of his aunt, Mildred Virginia Osher. Awarded annually to the student who writes the best honors thesis in history or, at the discretion of the department chairman, to the senior student who has displayed the greatest proficiency in the study of history during the four undergraduate years.

The O. W. Prize for International Students. Established by Catharina Wallenberg, mother of Beatrice Wallenberg '89. The award recognizes the important contribution of international students to the Middlebury College community. The prize will be awarded annually to the senior international student who has best demonstrated a commitment to support the College through service to the community.

Phi Beta Kappa Prize. Established by the Middlebury College Chapter of Phi Beta Kappa (Beta of Vermont) in 1968, on the occasion of its centennial. Awarded to that graduating senior, elected to Phi Beta Kappa, who, in the opinion of the faculty members of the Chapter, has demonstrated special attainments within and beyond the normal expectations of the curriculum which best exemplify Phi Beta Kappa's regard for intellectual excellence.

The Henry B. Prickitt English Prize. Established in 1984 by the Department of English and friends. Annual income to be awarded to a graduating senior whose work in the English Department has been outstanding.

The Richard C. Rapp '64 Memorial Football Award. Presented annually to the senior lineman who demonstrates determination to excel in his position.

T. Ragan Ryan Award for Excellence. In memory of Ragan Ryan '91. Awarded to the junior student who best exemplifies the spirit of humanism and excellence in premedical studies exemplified by Ragan Ryan. The recipient will be determined by the pre–professional committee on the basis of academic work, extra–curricular activities and actions benefitting others.

Senior Honors Thesis Award in Economics. Established in 1980. Awarded annually for the best senior honors thesis in the Department of Economics.

John P. Stabile Memorial Cup. Awarded to the athlete who best exemplifies the Middlebury spirit. Established in memory of Lt. John P. Stabile '40, killed in action, Guadalcanal. Established by Lt. John F. Hogan '41.

The Marci J. Stewart '72 Memorial Award. Awarded each year by the History Department to the student in history or American studies who has shown outstanding personal and academic qualities.

Stolley–Ryan American Literature Prize. Established in 1978 as an annual award to the graduating senior majoring in American literature whose work in

the department best reveals the greatest understanding and appreciation for the issues central to the American literary tradition.

Randi E. Stromstad '89 Memorial Award in Chemistry. Established in 1987 by the Chemistry Department, to be awarded annually to the graduating senior who best exemplifies Randi's spirit and enthusiasm for the undergraduate learning experience in chemistry.

Mary Dunning Thwing Prize. Awarded to a woman student who in her junior and senior year has done the best work in English composition, prose and poetry. Established by Charles F. Thwing, President of Western Reserve, in memory of his wife, Mary Dunning Thwing.

Alice J. Turner Memorial Trophy. Awarded each year to a member of the varsity basketball team.

Paul W. Ward '25 Memorial Prize. Awarded twice annually, each term, to a first-year student for proficiency in writing.

John M. White '52 Memorial Award. Established in 1987 by family and friends. Awarded to a senior who has done outstanding work in the Geology department.

Franklin G. Williams '13 and Sara H. Williams '12 Memorial Award. To be awarded to a young man or woman in the sophomore class on the basis of deep human qualities of natural kindness, perceptivity of the needs and feelings of others and an abiding sense of personal responsibility.

Woolsey Prizes. Awarded to the two undergraduates writing the best examinations in Bible. Established in 1933 by Theodore S. Woolsey, Trustee, 1922–23.

Endowed Lectureships

Julian W. Abernethy Lecture. Established in 1928 under the will of Julian W. Abernethy, Class of 1876. A writer of distinction is annually invited to address the College upon some aspect of American Literature in commemoration of the birthday of Dr. Abernethy, founder of the Abernethy Library.

Donald Everett Axinn Annual Public Lecture. Established in 1987, to be given by a poet or writer of distinction.

Jean Boorsch Lectureship. Established in 1971 in honor of Jean Boorsch, after 41 years of service to the French Summer School.

Willard Duncan Carpenter '14 Memorial Lecture Fund. Established by Mrs. Ethel G. Storm, Class of 1916, in memory of her first husband. Income to be used for a lecture in economics.

Class of 1914 Lecture. Established by an anonymous member of the Class of 1914, to provide an annual lecture on science and the humanities.

Elizabeth Drew Memorial Lecture Fund. For lectures at the Bread Loaf School of English.

The Edmunds Fund. Income to be used annually for a lecture in the social sciences.

The John Hamilton Fulton Memorial Lectures. Given anonymously. To establish lectures, performances and extended visits to the Middlebury campus by distinguished scholars, artists and performers.

Charles S. Grant Memorial Lecture. Established by friends in memory of Professor Grant to provide an annual lecture in history.

The Hirschfield Film Endowment. Established in 1985 by Berte and Alan Hirschfield. To support lectures and presentations by video and film artists, scholars and industry professionals.

Hannah A. Quint Lectureship in Jewish Studies. Established in 1987 by Mrs. Quint and her son, Eliot Levinson '64.

Professor David K. Smith Visiting Economic Lecture Series. Established in 1988 by Edward H. Schaefer '56, Laura Schaefer Buckley '79 and Edward H. Schaefer III '84 upon the occasion of Professor Smith's retirement from a long and illustrious career at Middlebury College. Income to provide an annual lecture in economics.

Samuel S. Stratton Lecture. Established by 1962–63 gifts to the Parents Fund to honor Dr. Stratton at the time of his retirement as the eleventh President of Middlebury, to provide an expanded program of visiting lecturers on the Middlebury campus.

The Charles and Jessica Swift Lecture Fund. Established under the terms of the will of Jessica Swift, an endowment to fund lectures on constitutional law and economics by eminent authorities.

Robert W. van de Velde, Jr., '75 Memorial Lecture Series. Established in 1981 by Mr. and Mrs. Robert W. van de Velde and friends of the family. The income to provide an annual lecture dealing with the confluence of public affairs (foreign and domestic) and journalism, particularly broadcast journalism.

Development Program

In 1954, Middlebury began a development program to seek the additional funds necessary to provide increased teaching resources, academic facilities and scholarship aid. These funds continue to be essential to sustain Middlebury's educational objectives.

The College is continuing the effort to increase endowment critical to its current and future health. Gifts and bequests for scholarships and faculty support for undergraduate and graduate programs are particularly important. Gifts of $100,000 and over are needed to establish endowed undergraduate

scholarships, while gifts of $25,000 and over can establish graduate scholarships for the Language Schools and the Bread Loaf School of English.

Endowed Professorships

An endowed professorship is one of the most rewarding contributions that can be made to the College. Funds of $1.5 million are necessary to endow a professorship spanning the academic year of the undergraduate college. Contributions in the $250,000 to $350,000 range can establish professorships for the Summer Language Schools. The endowed chairs currently established at Middlebury and the dates of their founding are as follows:

The Burr Professorship of Chemistry and Natural History (1829)
The John C. Baldwin Professorship of Mathematics and Natural Philosophy (1866)
The Levi P. Morton Professorship of Latin and French (1886–87)
The Beman Professorship of Mathematics (1893)
The James B. Jermain Professorship of Political Economy (1901)
The A. Barton Hepburn Women's Professorship (1908)
The George Nye and Anne Walker Boardman Professorship of Mental and Moral Science (1908)
The Paige–Wright Professorship of Economics (1913)
The Fletcher D. Proctor Professorship of American History (1918)
The Henry Norman Hudson Professorship of English (1920)
The A. Barton Hepburn Professorship of Economics (1922)
The John C. McCullough Professorship of Chemistry (1924)
The Julian W. Abernethy Professorship of American Literature (1933)
The Albert D. Mead Professorship of Biology (1949)
The George Adams Ellis Professorship of Liberal Arts (1956)
The Jean Thomson Fulton Professorship of Modern Languages and Literature (1963)
The Irene Heinz and John LaPorte Given Professorship in Pre–medical Sciences (1966)
The Charles A. Dana Professorships (1966)
The Philip Battell Stewart and Sarah Frances Cowles Stewart Professorship (1970)
The Christian A. Johnson Professorship in Art History (1974)
The Christian A. Johnson Professorship in the Performing Arts (1974)
The William R. Kenan, Jr. Professorship (1975)
The Christian A. Johnson Distinguished Professorship in Economics (1977)
The Frank and Eleanor Griffiths Professorships of Literature at the Bread Loaf School of English (1977)

The C. V. Starr Professorship in Linguistics and Language (1979)
The Fiftieth Anniversary Chair in the Italian School (1981)
The Benjamin F. Wissler Professorship in Physics (1983)
The John M. Kirk, Jr. Chair in Medieval Literature at the Bread Loaf School of English (1984)
The Fletcher Chair in the Arts (1985)
The Pardon Tillinghast Chair in History, Philosophy and Religion (1985)
The Donald Everett Axinn Chair in Creative Writing (1987)
The F.C. Dirks Professorship in Economics and Political Science (1987)
The C.V. Starr Professorship in Russian and Soviet Area Studies (1987)
The African Studies Professorship (1987)
The Kawashima Professorship in Japanese Studies (1988)
The Alan R. Holmes Chair in Monetary Economics (1989)
The M. Ruth Marino Chair in the Bread Loaf School of English (1989)

Forms for Gifts and Bequests

The corporate title of Middlebury College is "The President and Fellows of Middlebury College."

The following forms are suggested:

GENERAL: *"I give (or bequeath) to The President and Fellows of Middlebury College, a corporation of the State of Vermont, located at Middlebury, Vermont the sum of_____for the uses and purposes of the said Corporation."*

ENDOWMENT: *"I give (or bequeath) to The President and Fellows of Middlebury College, a corporation of the State of Vermont, located at Middlebury, Vermont, the sum of _____to be added to the General Endowment of the said Corporation."*

FOR A SPECIFIC PURPOSE: *"I give (or bequeath) to The President and Fellows of Middlebury Col ,lege a corporation of the State of Vermont, located at Middlebury ,Vermont, the sum of _____ to be known as the _____ Fund, the principal to be invested and reinvested in its discretion, and the income and capital appreciation therefrom to be used (or if the testator prefers – 'earned income only to be used') for the purpose of _____. If at any time, in the judgment of the Trustees of the said Corporation, the need of income for such purpose no longer exists, The Trustees of the said Corporation shall be, and hereby are, authorized to use the income from the Fund for such purpose as shall in their judgment promote the interests of the College."*

PRESIDENT AND FELLOWS

JOHN M. McCARDELL, JR.
A.B., Washington and Lee; Ph.D., Harvard
President of the College
Middlebury, VT

Charter Trustees

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Falmouth, ME

JONATHAN O'HERRON, A.B., M.B.A.
New York, NY

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Wellesley Hills, MA

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JANE BRYANT QUINN, '60, A.B., LL.D.
North Salem, NY

ROBERT P. YOUNGMAN, '64, A.B.
New York, NY

Term Trustees

	First Elected	*Term Expires*
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DORT A. CAMERON III, '67,A.B., M.B.A. Bedford Hills, NY	1983	1993
FREDERIC W. ALLEN, A.B., LL.B. Shelburne, VT	1988	1993
SUSAN C. CRAMPTON, A.B., M.A. Jericho, VT	1988	1993
SISTER ELIZABETH CANDON, B.A., M.A., Ph.D. Burlington, VT	1984	1994

	First Elected	*Term Expires*
JAMES S. DAVIS, '66, A.B. Boston, MA	1984	1994
DAVID E. THOMPSON, '49, A.B. Panton, VT	1989	1994
REUBEN MARK, '60, A.B., M.B.A. New York, NY	1985	1995
CLAIRE W. GARGALLI, '64, A.B. Philadelphia, PA	1987	1997
ROBERT C. GRAHAM, JR., '63, A.B. New York, NY	1992	1997
ANTONIA JOHNSON, A.B., M.A. Stockholm, Sweden	1992	1997
WILLIAM H. KIEFFER III, '64, A.B. Marblehead, MA	1992	1997
WILLIAM E. ODOM, B.S., Ph.D. Alexandria, VA	1987	1997

Alumni Trustees

PETER R. DECKER, '57, A.B., M.A., Ph.D. Denver, CO	1988	1993
PATRICIA SHERLOCK DAVIDSON, '59, A.B., M.A.T., C.A.S., Ed.D. Arlington, MA	1989	1994
CHURCHILL G. FRANKLIN, '71, A.B. Boston, MA	1989	1994
ALBERT H. ELFNER III, '66, A.B. Boston, MA	1990	1995
PAMELA NUGENT CZEKANSKI, '81, A.B. Boston, MA	1991	1996
MARTHA SAENZ, '65, A.B., J.D. Chevy Chase, MD	1991	1996

Trustees Emeriti

(Dates indicate election to Board of Trustees and effective date of emeritus status)

JAMES I. ARMSTRONG, Ph.D., LL.D., L.H.D., Litt.D. **(1963, 1975)**	South Berwick, ME
MARY WILLIAMS BRACKETT, '36, A.B., M.A., Ph.D., Litt.D., (1969, 1984)	Wilton, CT
ALICE GUEST HOWSON, '30, A.B., M.A., Litt. D. **(1948, 1979)**	Bloomfield, CT
ARNOLD R. LAFORCE, '35, B.S., M.B.A., LL.D. **(1961, 1980)**	Mendham, NJ
L. DOUGLAS MEREDITH, A.B., M.A., Ph.D., LL.D. **(1960, 1975)**	Burlington, VT
RAYMOND J. SAULNIER, '29, B.S., M.A., Ph.D., LL.D. **(1958, 1979)**	Chestertown, MD
HILTON A. WICK, A.B., LL.B. **(1969, 1984)**	Burlington, VT
WILLIAM S. YOUNGMAN, A.B., J.D., LL.D. **(1962, 1977)**	Vero Beach, FL

ACADEMIC ADMINISTRATION AND STAFF (1993-1994)

President

President
John M. McCardell, Jr., A.B., Ph.D. (1976, 1992)

Executive Assistant to the President
Betsy M. Etchells, A.B. (1981, 1988)

Special Assistant to the President
Leroy Nesbitt, Jr., A.B., J.D. (1992)

Administrative Assistant to the President
Shelley Glassner, A.B., M.A. (1987, 1991)

Academic Program

Vice President for Academic Affairs
Edward C. Knox, A.B., Ph.D. (1969, 1993)

Administrative Assistant to the Vice President for Academic Affairs
Sandra LeGault, A.B., M.A. (1977, 1984)

Vice President for Languages and Director of the Language Schools
Clara Yu, A.B., M.A., Ph.D. (1987, 1993)

Dean of the Faculty
Ronald D. Liebowitz, A.B., M.A., Ph.D. (1984, 1993)

Dean of Academic Planning and Instructional Resources
Eric L. Davis, A.B., M.A., Ph.D. (1980, 1993)

Dean of the College
Kirsten H. Powell, B.F.A., M.Ed., M.A., M.Phil., Ph.D. (1983, 1993)

Director of Academic Computing
David Dexter, B.S., Ph.D. (1989)

Assistant Director of Academic Computing
Howard C. McCausland, A.B., M.A. (1989)

Assistant Director of Academic Computing
Sheldon Sax, A.B., M.A. (1984, 1987)

College Curator and Director of the Museum of Art
Richard A. Saunders, A.B., M.A., M. Phil., Ph.D. (1985)

Arts Coordinator
Deborah Smith, A.B. (1991)

Technical Director of the Theatre
J. Richard Forman, A.B. (1970, 1976)

(Calendar year indicates first date of appointment; second date appointment to present position)

Library

College Librarian
Ronald E. Rucker, A.B., M.A., M.L.S. (1976)

Associate College Librarian
Hans Raum, A.B., M.L.S. (1975, 1977)

Abernethy Curator and Archivist
Robert Buckeye, A.B., M.A., M.L.S. (1971, 1973)

Catalog Librarian
Cynthia Watters, A.B., M.L.S. (1975, 1985)

Catalog Librarian
Joy Pile, A.B., M.M., M.L.S. (1989)

Catalog Librarian/Davidson Librarian/ Reference Librarian
Judith Watts, A.B., M.L.S. (1980, 1985)

Circulation Services Librarian
Kim Grohs, B.A., M.L.S. (1985, 1992)

Collection Development Librarian
Joanne S. Hill, A.B., M.L.S. (1980, 1981)

Flanders Curator/Reference Librarian
Jennifer Post, A.B., M.A., M.L.S., Ph.D. (1979, 1983)

Music Librarian
Jerry McBride, B.M., M.M., M.L.S. (1986)

Reference Librarian
Jean Simmons, A.B., M.L.S. (1984, 1985)

Reference Librarian/Instruction Librarian
Patricia Gray, A.B., M.L.S. (1989, 1990)

Reference Librarian/Science Librarian
Susan W. Tucker, A.B., M.L.S. (1976, 1978)

Systems Librarian
Jeffrey Rehbach, A.B., M.A., M.L.S. (1981, 1985)

Student Services

Vice President for Student Affairs
John D. Emerson, A.B., Ph.D. (1973, 1993)

Dean of Students
Ann Craig Hanson, A.B., Ed.M., Ph.D. (1988, 1991)

Dean of Advising and Off–Campus Study
Karl L. Lindholm, A.B., M.A., Ph.D. (1976, 1991)

Associate Dean of Students
Arlinda Ardister, A.B., M.A. (1980)

Assistant Dean of Students
To Be Announced

Director of Residential Life
Katherine Follert, A.B. (1992, 1993)

Director of Undergraduate Records
Lucinda A. Rigg (1976, 1983)

Director of Financial Aid
Robert Donaghey, A.B., M.A. (1984)

Associate Director of Financial Aid
Patricia L. Santner, B.S. (1985)

Assistant Director of Financial Aid
Erik J. Liljestrand, A.B. (1988, 1989)

Assistant Director of Financial Aid
Sandra L. Vivian, A.B., M.B.A. (1991)

Coordinator of Academic Support
Janine Clookey, B.S., Sc.M. (1984, 1992)

Director of Campus Security
Peter S. Chenevert (1988)

Director of Career Counseling and Placement
Valerie B. Szymkowicz, A.B., M.Ed. (1984, 1992)

Associate Director of Career Counseling and Placement
Patrick Mullane, B.B.A, M.S. (1992)

Chaplain
John T. Walsh, A.B., M.A., M.Div. (1986)

Director, Center for Counseling and Human Relations
Gary F. Margolis, A.B., Ph.D. (1972)

Director of Health Education and Coordinator of Sexual Harassment Education Program
Marianna McShane, A.B., M.A. (1982, 1990)

Medical Director of the George Parton Health Center
Ruth K. Grant, M.D. (1986)

Administrative Director of the George Parton Health Center
Kathleen A. Ready, B.S.N., M.S.N. (1992)

Director of Student Activities
To Be Announced

Director of Student Employment and Volunteer Services
Tiffany Sargent, A.B. (1985, 1989)

Admissions

Director of Admissions
Geoffrey R. Smith, A.B., M.Ed. (1986, 1992)

Associate Director of Admissions/ Coordinator of Special Projects
Caroline S. Donnan, A.B., M.Ed. (1986, 1992)

Associate Director of Admissions/ Coordinator of International Admissions
John E. Hanson, A.B., M.A., Ed.D. (1991, 1992)

Associate Director of Admissions/ Coordinator of Transfer Admissions
Kathy M. Lindsey, A.B. (1983, 1989)

Associate Director of Admissions/ Coordinator of Faculty Speakers' Bureau
Barbara H. Marlow, A.B. (1983, 1993)

Associate Director of Admissions/ Coordinator of Alumni Admissions Program
Carolyn L. Perine, A.B. (1973, 1982)

Associate Director of Admissions/ Coordinator of Admissions Operations
Bertram D. Phinney, A.B. (1973, 1982)

Assistant Director of Admissions
Soraya C. Diaz, A.B. (1991)

Admissions Counselor
Elaine Cissi, A.B. (1992)

Admissions Counselor
To Be Announced

Athletic Program

Director of Athletics
G. Thomas Lawson, B.S. (1969, 1977)

Assistant Director of Athletics; Coach: Men's Basketball
Russell L. Reilly, A.B., M.Ed. (1977)

Assistant Director of Athletics; Coach: Women's/Men's Tennis
Gail Smith, A.B. (1977)

Coach: Skiing, Cross–Country
Terry L. Aldrich, B.S. (1975)

Coach: Women's Basketball; Asst. Coach: Women's Field Hockey; Intramural Director
Amy Backus, B.S. (1987)

Coach: Men's Hockey; Women's Soccer
William Beaney, A.B. (1986)

Coach: Men's/Women's Track; Strength Coach; Director of Club Sports
Martin Beatty, B.A. (1987)

Coach: Men's/Women's Alpine Skiing; Golf
Bart Bradford, B.S. (1987)

Coach: Men's/Women's Swimming; Director of the Brown Pool; Asst. Coach: Women's Lacrosse
Mary Ellen Claffey, B.S. (1986)

Coach: Football; Asst. Coach: Men's Lacrosse
Michael G. Heinecken, B.S., M.Ed. (1973)

Coach: Field Hockey, Women's Lacrosse; Director of Physical Education
Carson Hopkinson, B.S. (1977)

Coach: Women's Hockey; Asst. Coach: Football, Baseball
William Mandigo, A.B. (1988)

Coach: Men's Lacrosse; Asst. Coach: Football
Erin Quinn, A.B., M.A.T. (1990)

Coach: Men's Soccer, Women's Squash; Asst. Coach: Women's Tennis (spring)
David F. Saward, B.Ed., M.Ed. (1985)

Asst. Coach: Women's Cross–Country Skiing and Track
Patricia Ross, B.S. (1988)

Coach: Baseball; Asst. Coach: Football
Robert L. Smith, A.B., M.A. (1979)

Athletic Trainer
David P. Matthews, B.S., M.A. (1983)

Physical Therapist
Susan E. Murphy, A.B. (1976)

Physical Therapist
Barbara Conger, B.S. (1987)

Development, Alumni Relations

Director of Development
Michael D. Schoenfeld, A.B., M.Ed. (1983, 1989)

Senior Development Officer
Gordon C. Perine, A.B. (1951, 1984)

Director of Alumni Relations
Hugh Marlow, A.B. (1980)

Director of Public Affairs
Ronald Nief, A.B. (1976, 1978)

Director of Research and Records
Kim Ehritt Smith, A.B. (1982, 1988)

Director of Grants
Susan Veguez, A.B., M.A. (1972, 1984)

Director of Special Gifts
Mona M. Wheatley, A.B., M.Ed. (1980, 1989)

Director of Gift Planning
Edward Sommers, A.B. (1992)

Director of Alumni Giving
Ann Crumb, A.B., M.A. (1990, 1992)

College Editor
Timothy P. Etchells, A.B. (1989)

Business Management

Vice President for Administration and Treasurer
David W. Ginevan, B.S., M.Ed., M.B.A. (1973, 1985)

Assistant Treasurer
Thomas J. Corbin, B.B.A. (1989)

Director of Human Resources
Shirley Fisler (1974, 1991)

Assistant Director of Human Resources
Kathryn V. Bryne, B.A., M.B.A. (1992)

Assistant Director of Human Resources for Wage and Salary Administration
Sandra W. Current, B.A. (1992)

Director of Administrative Data Processing
Norman D. Hadley, A.B. (1966, 1968)

Comptroller
Philip A. Yauch, B.B.A., C.P.A. (1989)

Associate Comptroller
Rhoda M. Rader, B.S. (1979, 1989)

Assistant Comptroller
Robert W. Caragher, A.B., C.P.A. (1991)

Director of Operations
George W. Whitney, Jr., A.B. (1973, 1983)

Purchasing Agent
Howard W. Brush (1980, 1983)

Manager of Golf Course, Snow Bowl
Howard R. Kelton (1969, 1979)

Director of Dining Services
Ted A. Mayer (1987)

Publications Coordinator and Reprographics Manager
Steven K. Metzler, B.S., M.A., M.F.A. (1989)

Manager of Mail Services
Eileen M. Rollinson, C.M.D.S.M. (1969)

College Forester
Stephen W. Weber, A.B., M.S. (1978, 1980)

Manager of College Store
To Be Announced

Director of Physical Plant
Jon C. Woodbury, B.S. (1978)

Assistant Director of Physical Plant for Technical Support
Arthur J. Thorne (1968, 1980)

Manager of Maintenance Services
Norman D. Cushman, A.A.S., B.S., M.B.A. (1990)

Manager of Custodial Services
Virginia C. Hall (1974, 1980)

Language Schools, Bread Loaf

Director of the Language Schools
Clara Yu, Ph.D. (1993)

Assistant to the Director
Elizabeth Karnes (1988)

Director of the School of Arabic
Mahmoud Al–Batal, Ph.D. (1990)

Dean of the School of Arabic
Constance N. Kenna, M.A. (1991)

Director of the Bread Loaf School of English
James H. Maddox, Ph.D. (1989)

Director of the Bread Loaf Writers' Conference
Robert Pack, M.A. (1972)

Administrative Director of the Bread Loaf Writers' Conference
Stanley P. Bates, Ph.D. (1978)

Coordinator of Admissions, Bread Loaf Writers' Conference
Carol Knauss, A.B. (1975, 1989)

Director of the Chinese School
Richard Chi, Ph.D. (1992)

Dean of the Chinese School
John Berninghausen, Ph.D. (1988)

Director of the French School
Daniel Jourlait, Ph.D. (1986)

Dean of the French School
Mireille Barbaud–McWilliams, Ph.D. (1991)

Director of the School in France: Paris
Carol Rifelj, Ph.D. (1984)

Director of the German School
Konrad Kenkel, Ph.D. (1987)

Dean of the German School
Constance N. Kenna, M.A. (1971)

Director of the School in Germany: Mainz
Thomas Huber, Ph.D. (1971)

Director of the Italian School
Edoardo Lebano, Ph.D. (1986)

Dean of the Italian School
Patricia Zupan, Ph.D. (1991)

Director of the School in Italy: Florence
Anna L. Barsanti (1976)

Director of the Japanese School
Masakazu Watabe, Ph.D. (1991)

Dean of the Japanese School
Nobuo Ogawa, Ph.D. (1988)

Director of the Spanish School
Frank P. Casa, Ph.D. (1987)

Dean of the Spanish School
To Be Appointed

Director of the School in Spain: Madrid
Gustavo Mejia, Ph.D. (1990)

Director of the Russian School
Alexander Wornozoff, Ph.D. (1983)

Dean of the Russian School
Thomas R. Beyer, Ph.D. (1981)

Director of the School in Russia: Moscow
To Be Appointed

FACULTY

JOHN M. McCARDELL, JR.
A.B., Washington and Lee University; Ph.D., Harvard University
President (1992); Professor of History (1976)

EDWARD C. KNOX
A.B., Wesleyan; Ph.D., Yale University
Vice President for Academic Affairs (1993); Jean Thomson Fulton Professor of Modern Languages and Literature (1976); Professor of French (1969)

CLARA YU
A.B., National Taiwan University; M.A., Ph.D., University of Illinois
Vice President for Languages (1993); Director of the Language Schools (1993); Associate Professor of Chinese (1987)

JOHN D. EMERSON
A.B., University of Rochester; M.S., Ph.D., Cornell University
Vice President for Student Affairs (1993); Professor of Mathematics (1973)

RONALD D. LIEBOWITZ
A.B., Bucknell University; M.A., Ph.D., Columbia University
Dean of the Faculty (1993); Associate Professor of Geography (1984)

ERIC L. DAVIS
A.B., Brown University; M.A., Ph.D., Stanford University
Dean of Academic Planning and Instructional Resources (1993); Professor of Political Science (1980)

KIRSTEN H. POWELL
B.F.A., Ohio Wesleyan; M.Ed., Lehigh University; M.A., University of Delaware; M. Phil., Ph.D., Columbia University
Dean of the College (1993); Associate Professor of Art (1983)

DON ADAMS
A.B., Reed College; M.A., Ph.D., Cornell University
Assistant Professor of Philosophy (1991); on leave 1993–94

EVE ADLER
A.B., Queens College; M.A., Brandeis University; Ph.D., Cornell University
Professor of Classics (1977)

TERRY L. ALDRICH
B.S., St. Lawrence University
Assistant Professor of Physical Education (1975)

JULIA ALVAREZ
A.B., Middlebury College; M.A., Syracuse University
Associate Professor of English (1988)

GLENN M. ANDRES
B.Arch., Cornell University; M.F.A., Ph.D., Princeton University
Professor of Art (1970); on leave fall 1993 and winter 1994

ALICIA ANDREU
A.B., Chapman College; M.A., University of Wisconsin; Ph.D., University of Oregon
Professor of Spanish (1976); A. Barton Hepburn Professor (1992); on leave winter and spring 1994

DAVID H. ANDREWS
A.B., Ohio Wesleyan University; M.A., Ph.D., Cornell University
Professor of Anthropology (1968)

RICHARD T. W. ARTHUR
A.B., Oxford; M.A., McGill University; Ph.D., University of Western Ontario
Associate Professor of Philosophy (1985)

CYNTHIA PACKERT ATHERTON
A.B., University of Pittsburgh; M.A., Ph.D., Harvard University
Assistant Professor of Art (1987–88, 1989)

AMY BACKUS
B.S., Central Michigan University
Assistant Professor of Physical Education (1987)

DAVID BAIN
B.A., Boston University
Visiting Lecturer in English (1987)

ALEXANDRA BAKER
A.B., Hunter College; M.A., Indiana University
Lecturer in Russian (1972)

LYNNE R. BAKER
A.B., M.A., Ph.D., Vanderbilt University
Professor of Philosophy (1976), on Associate Status

CATES BALDRIDGE
A.B., Johns Hopkins University; M.A., Ph.D., University of Virginia
Assistant Professor of English (1986)

MIREILLE BARBAUD–McWILLIAMS
Ph.D., University of Paris X
Visiting Assistant Professor of French (1979)

JUDITH BARRINGER
A.B., George Washington University; M.A., M.Phil., Ph.D., Yale University
Assistant Professor of Art (1990)

ANN MARIE BASOM
A.B., University of Minnesota; M.A., Ph.D., University of Wisconsin
Assistant Professor of Russian (1987)

STANLEY P. BATES
A.B., Dartmouth College; A.B., M.A., Oxford University; M.A., Ph.D., Harvard University
Professor of Philosophy (1971)

WILLIAM BEANEY
A.B., University of New Hampshire
Assistant Professor of Physical Education (1986)

MARTIN BEATTY
A.B., Middlebury College
Assistant Professor of Physical Education (1986)

EDUARDO C. BÉJAR
A.B., B.Arch., Rice University; M.A., University of Houston; M.A., Ph.D., University of Massachusetts
Associate Professor of Spanish (1985)

BARBARA L. BELLOWS
A.B., M.A., Ph.D., University of South Carolina
Associate Professor of History (1983), on Associate Status

KIM BENT
A.B., University of Vermont
Visiting Lecturer in Theatre (1981, 1988); part–time

JOHN D. BERNINGHAUSEN
A.B., University of Minnesota; M.A., Ph.D., Stanford University
Professor of Chinese (1976)

JOHN A. BERTOLINI
A.B., Manhattan College; M.A., Ph.D., Columbia University
Professor of English (1975)

THOMAS R. BEYER, JR.
B.S., Georgetown University; M.A., Ph.D., University of Kansas
Professor of Russian (1975); Cornelius V. Starr Professor of Russian and Soviet Studies (1990)

SUZANNE BOCANEGRA
B.F.A., University of Texas; M.F.A., San Francisco Art Institute
Visiting Assistant Professor of Art, winter and spring terms (1988)

BART BRADFORD
B.S., Johnson State College
Assistant Professor of Physical Education (1987)

PRISCILLA BREMSER
A.B., Smith College; M.A., Ph.D., Johns Hopkins University
Associate Professor of Mathematics (1984)

DAVID A. BUMBECK
B.F.A., Rhode Island School of Design; M.F.A., Syracuse University
Professor of Art (1968)

JAMES P. BUTLER, JR.
B.F.A., Rhode Island School of Design; M.F.A., Indiana University
Associate Professor of Art (1981), on Associate Status

ALISON BYERLY
A.B., Wellesley College; M.A., Ph.D., University of Pennsylvania
Assistant Professor of English (1989); on leave 1993–94

JEFFREY BYERS
B.S., University of Rochester; Ph.D., Dartmouth College
Associate Professor of Chemistry (1986)

PENNY CAMPBELL
A.B., Bennington College
Lecturer in Dance (1985)

SANDRA CARLETTI
Dipl., University of Bologna; M.A., Johns Hopkins University
Visiting Instructor in Italian (1991)

THOMAS A. CARR
A.B., University of California at Santa Barbara; M.A., Ph.D., University of Colorado
Assistant Professor of Economics (1990)

CAROLE CAVANAUGH
A.B., Temple University; Ph.D., Yale University
Assistant Professor of Japanese (1990)

JANE CHAPLIN
A.B., Brown University; M.A., Ph.D., Princeton University
Assistant Professor of Classics (1992)

GREGORY CHIANG KUEI-KE
A.B., National Taiwan University; M.A., University of Vermont
Lecturer in Chinese (1976)

SUNHEE CHOI
B.S., Seoul National University; M.A., The Korea Advanced Institute of Science; Ph.D., Princeton University
Assistant Professor of Chemistry (1987)

ROBERT R. CHURCHILL
B.S., M.S., Northern Illinois University; Ph.D., University of Iowa
Professor of Geography (1978)

MARY ELLEN CLAFFEY
B.S., University of New Hampshire
Assistant Professor of Physical Education (1986); Director of Brown Pool (1987)

MICHAEL PAUL CLAUDON
A.B., University of California at Berkeley; Ph.D., Johns Hopkins University
Professor of Economics (1970), on Associate Status

JANINE CLOOKEY
B.S., State University of New York at Buffalo; M.S., Brown University
Coordinator of Academic Support (1991); Lecturer in Mathematics (1984)

ROBERT G. CLUSS
A.B., Boston University; Ph.D., Ohio State University
Assistant Professor of Chemistry (1986, 1990)

NANCY LEE COINER
A.B., St. John's College; M.Phil., Oxford; Ph.D., Stanford University
Assistant Professor of English (1989); on leave 1993–94

RAYMOND A. COISH
B.S., Memorial University of Newfoundland; Ph.D., University of Western Ontario
Professor of Geology (1979)

DAVID C. COLANDER
A.B., M.A., M.Phil., Ph.D., Columbia University
Professor of Economics (1982); Christian A. Johnson Professor of Economics (1982)

RICHARD CORNWALL
A.B., Princeton University; Ph.D., University of California at Berkeley
Professor of Economics (1977)

CÉCILE VERNIER DANEHY
D.E.U.G., Université de Dijon; M.A., University of Virginia
Instructor in French (1989)

DARIÈN DAVIS
B.A., St. John's College; M.A., University of Notre Dame; Ph.D., Tulane University
Assistant Professor of History (1992)

KYOKO HAYASAKA DAVIS
A.B., Tsuru University; M.A., St. Michael's College
Visiting Instructor in Japanese (1991)

SERGEI DAVYDOV
A.B., Charles University; M.A., Ludwig–Maximillian University; Ph.D., Yale University
Professor of Russian (1976–78, 1988)

MATTHEW DICKERSON
A.B., Dartmouth College; M.S., Ph.D., Cornell University
Assistant Professor of Mathematics (1989); on leave 1993–94

RICHARD H. DOLLASE
A.B., Brown University; M.A.T., C.A.S., Wesleyan; D.Ed., Boston University
Director of Teacher Education with rank of Associate Professor (1982); on leave spring 1994

STEPHEN DONADIO
A.B., Brandeis University; M.A., The Sorbonne; Ph.D., Columbia University
Professor of American Literature (1977)

DAVID R. DORMAN
B.S., Hobart College; Sc.M., Ph.D., Brown University
Associate Professor of Mathematics (1984)

MURRAY P. DRY
A.B., M.A., Ph.D., University of Chicago
Professor of Political Science (1968)

JEFFREY S. DUNHAM
B.S., University of Washington; M.S., Ph.D., Stanford University
Associate Professor of Physics (1983); on leave 1993–94

DAVID C. ELBERT
A.B., Johns Hopkins University; M.S., Ph.D., University of Massachusetts
Assistant Professor of Geology (1988)

JOHN C. ELDER
A.B., Pomona College; Ph.D., Yale University
Professor of English and Environmental Studies (1973)

JULE EMERSON
A.B., St. Cloud University; M.F.A., New York University
Artist–in–Residence, with the rank of Assistant Professor of Theatre (1990)

MARION A. EPPLER
A.B., University of North Carolina; M.A., College of William and Mary; Ph.D., Emory University
Assistant Professor of Psychology (1990)

MARK EVANCHO
B.A., Baldwin–Wallace College; M.F.A., Western Illinois University
Assistant Professor of Theatre (1991)

EMORY M. FANNING
B.M., Oberlin College; M.M., University of Illinois; Mus.A.D., Boston University
Professor of Music (1985)

CHERYL FARAONE
A.B., M.F.A., Catholic University of America; Ph.D., Florida State University
Assistant Professor of Theatre (1986)

EVELINA FÉLICITÉ–MAURICE
A.B., University of Puerto Rico; M.A., University of Maryland
Instructor in Spanish (1991)

ROBERT L. FERM
A.B., College of Wooster; B.D., Yale Divinity School; Ph.D., Yale University
Professor of Religion (1964–65, 1969); Pardon Tillinghast Professor in Religion (1987)

HONORÉE FLEMING
A.B., New York University; Ph.D., University of Chicago
Assistant Professor of Chemistry (1988)

WILLIAM FREY
A.B., Villanova University; M.A., Ph.D., University of Vermont
Assistant Professor of Psychology (1987), on leave fall 1993 and winter 1994

BARBARA E. GANLEY
A.B., Williams College
Lecturer and Tutor–in–Writing (1990)

MICHAEL GEISLER
M.A. equivalent, Mannheim University; Ph.D., University of Pittsburgh
Associate Professor of German (1992)

ROBERT W. GLEASON
A.B., Middlebury College; Ph.D., Massachusetts Institute of Technology
Professor of Chemistry (1960)

ROBERT K. GOULD
B.S., University of Maine; M.S., Ph.D., Brown University
Professor of Physics (1968)

ROMAN GRAF
M.A., University of Oregon; Ph.D., University of North Carolina at Chapel Hill
Assistant Professor of German (1993)

ARTHUR ST. LEGER GRINDON
A.B., University of California at Berkeley; M.A., Ph.D., New York University
Assistant Professor of Theatre (1987); on leave fall 1993 and winter 1994

JOANNA S. HALL
A.B., Boston University; M.Ed., Lesley College
Lecturer in Teacher Education (1980)

LUCY E. HARDING
B.S., Stanford University; M.S., Ph.D., University of Arizona
Assistant Professor of Geology (1984), part–time

MICHAEL HEINECKEN
B.S., M.Ed., University of Delaware
Assistant Professor of Physical Education (1973)

DIANA E. HENDERSON
A.B., College of William and Mary; M.A., M.Phil., Ph.D., Columbia University
Assistant Professor of English (1986)

ROBERT W. HILL, JR.
A.B., M.A., Ph.D., Harvard University
Professor of English (1966)

CARSON L. HOPKINSON
B.S., Springfield College
Assistant Professor of Physical Education (1977)

DAVID E. HORLACHER
A.B., Dartmouth College; M.A., University of Pennsylvania; Ph.D., Pennsylvania State University
Visiting Professor of Economics (1992); Hepburn Professor of Economics (1992); spring term

WILLIAM HOWLAND
A.B., M.A., University of Vermont; Ph.D., McGill University
Assistant Professor of Geography (1984)

THOMAS HUBER
M.A., University of Vermont; M.A., Ph.D., Princeton University
Director of the School in Germany (1993–94); Professor of German (1966)

JOHN HUDDLESTON
A.B., Yale University; M.F.A., San Francisco State University
Assistant Professor of Art (1987)

TERRY R. HUMMER
A.B., M.A., University of Southern Mississippi; Ph.D., University of Utah
Senior Editor of *New England Review* and *The Bread Loaf Quarterly* (1989), Associate Professor of English (1987); on leave fall 1993

JOHN M. HUNISAK
A.B., Williams College; M.A., Ph.D., New York University
Professor of Art (1970)

TRAVIS B. JACOBS
A.B., Princeton University, M.A., Ph.D., Columbia University
Professor of History (1965); Fletcher D. Proctor Professor of American History (1992)

KRISTINA JONES
B.S., Stanford University, Ph.D., University of California at Davis
Visiting Assistant Professor of Biology (1992)

TAZIM R. KASSAM
A.B., Ph.D., McGill University
Assistant Professor of Religion and Islamic Studies (1991)

JOHN P. KEENAN
A.B., Charles Borromeo Seminary; M.A., University of Pennsylvania; Ph.D., University of Wisconsin
Associate Professor of Religion (1986)

CONSTANCE N. KENNA
A.B., Elmira College; M.A., Yale University
Lecturer in German (1971, 1973)

CHRISTOPHER J. McGRORY KLYZA
B.S., Cornell University; M.S., Duke University; Ph.D., University of Minnesota
Assistant Professor of Political Science (1990)

HUGUETTE KNOX
M.A., University of Aix–en–Provence
Lecturer in French (1982); part–time

MICHAEL KRAUS
A.B., University of Colorado; M.A., Ph.D., Princeton University
Associate Professor of Political Science (1980)

REBECCA KUKLA
B.A., University of Toronto; M.A., University of Pittsburgh
Visiting Instructor in Philosophy (1993)

BETHANY LADIMER
A.B., Barnard College; M.A., Ph.D., Columbia University
Associate Professor of French (1977–81, 1986); on leave 1993–94

MARJORIE E. LAMBERTI
A.B., Smith College; M.A., Ph.D., Yale University
Professor of History (1964);
Charles A. Dana Professor (1984)

C. RANDALL LANDGREN
A.B., Albion College; M.A., Ph.D., Harvard University
Professor of Biology (1977)

JAMES LARRABEE
B.S., Trinity College; M.A., Ph.D., Princeton University
Associate Professor of Chemistry (1986)

G. THOMAS LAWSON
B.S., Springfield College
Professor of Physical Education (1969);
Director of Athletics (1977)

RUSSELL J. LENG
A.B., Middlebury College; Ph.D., American University
Professor of Political Science (1966)

KARL LINDHOLM
A.B., Middlebury College; M.A., Ph.D., Case Western Reserve University
Dean of Advising and Off–Campus Study (1991); Assistant Professor of American Literature (1981)

DAVID J. LITTLEFIELD
A.B., Spring Hill College; M.A., Ph.D., Yale University
Professor of English (1953–56, 1959); Philip Battell Stewart and Sarah Frances Cowles Stewart Professor (1971); on Associate Status

JEN–MEI MA
A.B., Fu–Jen University; M.A., Ph.D., University of Kansas
Assistant Professor of Chinese and Art (1988)

DAVID A. J. MACEY
A.B., Brooklyn College; M.A., M.Phil., Ph.D., Columbia University
Professor of History (1978)

RICHARD S. MAHON
A.B., M.S., University of Wisconsin
Instructor in Geography (1990)

DOROTHY MAMMEN
B.S., Indiana University; M.S., Cornell University, M.S., University of Washington
Instructor in Mathematics and Computer Science (1992)

WILLIAM MANDIGO
A.B., Wesleyan University
Assistant Professor of Physical Education (1988)

PATRICIA MANLEY
B.S., Kent State University; M.A., M.Phil., Ph.D., Columbia University
Assistant Professor of Geology (1989); on leave 1993–94

THOMAS MANLEY
B.S., Kent State University; M.A., M.Phil., Ph.D., Columbia University
Visiting Assistant Professor of Geology (1989); part–time

GARY MARGOLIS
A.B., Middlebury College; Ph.D., State University of New York at Buffalo
Director of the Counseling and Human Relations Center (1972);
Associate Professor of English (1972)

EDWARD A. MARTIN
A.B., Princeton University; M.A., Ph.D., Columbia University
Professor of English (1961); Henry Norman Hudson Professor of English (1987); on Associate Status

ROBERT P. MARTIN
B.S., M.S., Central Connecticut State; M.A., Ph.D., University of Maryland
Professor of Mathematics (1976)

TAMAR MAYER
A.B., University of Haifa; M.S., Ph.D., University of Wisconsin
Assistant Professor of Geography (1985)

JOHN P. McWILLIAMS, JR.
A.B., Princeton University; M.A., Ph.D., Harvard University
Professor of American Literature (1977); Julian W. Abernethy Professor of American Literature (1988); on leave 1993–94

NICOLETTA TINOZZI MEHRMAND
A.B., Universita La Sapienza; M.A., Ph.D., University of California at Los Angeles
Assistant Professor of Italian (1991)

BRETT MILLIER
A.B., Yale University; Ph.D., Stanford University
Associate Professor of American Literature (1986)

DON MITCHELL
A.B., Swarthmore College
Lecturer in English (1986); part–time

HIROSHI MIYAJI
A.B., Kyoto University; M.A., Ph.D., Stanford University
Professor of Philosophy (1980); Cornelius V. Starr Professor of Language and Linguistics (1985)

PAUL MONOD
A.B., Princeton University; M.A., M.Phil., Ph.D., Yale University
Associate Professor of History (1984)

KEVIN M. MOSS
A.B., Amherst College; M.A., Ph.D., Cornell University
Associate Professor of Russian (1983, 1985)

KENNETH MYERS
A.B., Cornell University; M.A., M.Phil., Ph.D., Yale University
Assistant Professor of American Literature and Civilization (1986)

A. DAVID NAPIER
B.Phil., University of Louvain; M.Litt., D.Phil., Oxford University
Associate Professor of Art and Anthropology (1984), on Associate Status

ELIZABETH NAPIER
A.B., Kalamazoo College; M.A., Ph.D., University of Virginia
Professor of English (1978)

ERIC G. NELSON
A.B., University of Illinois; M.A., M.F.A., University of Iowa
Professor of Art (1978)

MARGARET K. NELSON
A.B., Swarthmore; Ph.D., Columbia University
Professor of Sociology (1975)

PAUL E. NELSON
A.B., Augustana College; M.A., Ph.D., University of Chicago
Professor of Political Science (1963); George Nye and Anne Walker Boardman Professor of Mental and Moral Science (1990)

RAPHÄELLE NICOLAS
D.E.U.G., Licence, Université de Paris X
Visiting Instructor in French (1992)

JOHN C. NORMAN
A.B., Trinity College; M.A., Ph.D., University of Connecticut
Assistant Professor of Teacher Education (1989)

CHARLES NUNLEY
B.A., Middlebury College; Ph.D., Princeton University
Assistant Professor of French (1988–89, 1991)

VICTOR L. NUOVO
A.B., Hope College; B.D., New Brunswick Theological Seminary; Ph.D., Columbia University
Professor of Philosophy (1962); Charles A. Dana Professor (1986)

NANCY M. O'CONNOR
A.B., Swarthmore; Ph.D., Cornell University
Professor of French (1977)

NOBUO OGAWA
A.B., Keio University; M.A., University of British Columbia; Ph.D., University of Pennsylvania
Associate Professor of Japanese (1988)

JUDITH OLINICK
A.B., University of Michigan; Ph.D., University of Wisconsin
Lecturer in Russian (1978)

MICHAEL OLINICK
A.B., University of Michigan; M.A., Ph.D., University of Wisconsin
Professor of Mathematics (1970)

ANDREA OLSEN
A.B., Millikin University; M.F.A., University of Utah
Associate Professor of Dance (1982)

BOB OSBORNE
B.S., University of Tennessee; Ph.D., McMaster University
Professor of Psychology (1979)

ELLEN OXFELD
A.B., Williams College; M.A., Ph.D., Harvard University
Associate Professor of Anthropology (1985)

PATRICIA PACK
A.B., Barnard College; M.A., Columbia University
Lecturer and Tutor–in–Writing (1981)

ROBERT PACK
A.B., Dartmouth College; M.A., Columbia University
Professor of English (1964); Director of the Bread Loaf Writers' Conference (1972); Donald Everett Axinn Professor of Creative Writing (1987); College Professor (1992)

JAY PARINI
A.B., Lafayette College; B.Phil., Ph.D., University of St. Andrews
Professor of English (1982); on leave 1993–94

EDWARD S. (TED) PERRY
A.B., Baylor University; M.A., Ph.D., University of Iowa
Professor of Theatre and Art (1978)

BRUCE B. PETERSON
A.B., Middlebury College; Ph.D., Syracuse University
Professor of Mathematics (1962); College Professor (1989)

WILLIAM P. PETERSON
A.B., Dartmouth College; M.S., Ph.D., Stanford University
Assistant Professor of Mathematics (1989); on leave 1993–94

JAYENDRAN PILLAY
B.Mus, University of Durban–Westville (South Africa); M.A., Wesleyan University
Visiting Instructor in Music (1992)

KYMBERLY PINDER
B.A., Middlebury College; M.A., Yale University
Visiting Instructor in Art (1993)

JOSÉ ALBERTO PORTUGAL
A.B., Universidad Catolica Del Peru; Ph.D., University of Texas at Austin
Assistant Professor in Spanish (1990)

CASSANDRA W. POTTS
A.B., Pomona College; M.A., Ph.D., University of California at Santa Barbara
Assistant Professor of History (1990)

RONALD POWERS
B.S., University of Missouri
Visiting Assistant Professor of English (1989); part–time

DAVID PRICE
A.B., Amherst College; M.A., Ph.D., Princeton University
Professor of English (1970)

ROBERT PRIGO
A.B., M.A., Ph.D., University of California at Santa Barbara
Professor of Physics (1980)

SARAH PROJANSKY
B.A., Wesleyan University, M.A., Ph.D., University of Iowa
Visiting Assistant Professor in Theatre and Film (1993); fall and winter terms

ERIN QUINN
B.A., Middlebury College; M.A., Tufts University
Assistant Professor of Physical Education (1990)

JAMES RALPH
A.B., Middlebury College; M.A., Ph.D., Harvard University
Assistant Professor of History (1989)

SUNDER RAMASWAMY
A.B., St. Stephen's College; M.A., Delhi School of Economics, University of Delhi; M.S., Ph.D., Purdue University
Assistant Professor of Economics (1990)

STEPHEN RATCLIFF
B.S., Case Western Reserve University; Ph.D., Princeton University
Associate Professor of Physics (1985)

RUSSELL L. REILLY
A.B., Bates College; M.Ed., Boston University
Assistant Professor of Physical Education (1977); Assistant Director of Athletics (1983)

MARC RIESS
A.B., State University of New York at Stony Brook; M.A., Ph.D., University of Florida
Associate Professor of Psychology (1978)

CAROL RIFELJ
A.B., M.A., Ph.D., University of Wisconsin
Director of the School in France (1993–94); Professor of French (1972)

MARK ROBERSON
A.B., Wake Forest University; Ph.D., Princeton University
Assistant Professor of Physics (1991)

CHASE ROBINSON
A.B., Brown University; Ph.D., Harvard University
Visiting Assistant Professor of History (1992); fall term

OLIN C. ROBISON
A.B., Baylor University; D.Phil. (Oxon), Oxford University; LL.D., Baylor University; L.H.D., Monterey Institute
Professor of Political Science (1975); President Emeritus (1991); College Professor (1991)

E. BURKE ROCHFORD, JR.
A.B., California State University, San Bernardino; M.A., Ph.D., University of California, Los Angeles
Associate Professor of Sociology (1986); on leave 1993–94

STEVEN C. ROCKEFELLER
A.B., Princeton University; B.D., Union Theological Seminary; Ph.D., Columbia University
Professor of Religion (1971), on Associate status; on leave 1993–94

RICHARD ROMAGNOLI
A.B., Iona College; M.A., Catholic University of America; Ph.D., Florida State University
Associate Professor of Theatre (1986)

THOMAS M. ROOT
B.S., University of Detroit; M.S., Ph.D., University of Wyoming
Professor of Biology (1979)

DAVID A. ROSENBERG
B.S., University of Pennsylvania; M.P.A., Ph.D., Cornell University
Professor of Political Science (1972)

PATTY ROSS
B.S., University of New Hampshire
Assistant Professor of Physical Education (1987)

RONALD E. RUCKER
A.B., Pomona College; M.A., Harvard University; M.L.S., University of California at Berkeley
Librarian with rank of Professor (1976)

GEORGE B. SAUL, II
A.B., M.A., Ph.D., University of Pennsylvania
Professor of Biology (1967); College Professor (1990); Charles A. Dana Professor (1974)

RICHARD A. SAUNDERS
A.B., Bowdoin College; M.A., University of Delaware; M.Phil., Ph.D., Yale University
College Curator and Director of the Johnson Gallery, with rank of Assistant Professor of Art (1985)

DAVID SAWARD
A.B., University of London; M.S., Springfield College
Assistant Professor of Physical Education (1985)

ROBERT S. SCHINE
A.B., Kenyon College; M.A., Universität Freiberg; Ph.D., Jewish Theological Seminary
Associate Professor of Religion (1985)

NANCY SCHNOG
A.B., Barnard College; M.A., Columbia University; Ph.D., Yale University
Assistant Professor of American Literature (1991); on leave 1993–94

PETER SCHUMER
B.S., M.S., Rensselaer Polytechnic Institute; Ph.D., University of Maryland
Associate Professor of Mathematics (1983)

PAULA SCHWARTZ
A.B., Duke University; M.A., Columbia University
Instructor in French (1989); on leave 1993–94

SALLIE P. SHELDON
A.B., M.A., State University of New York at Buffalo; Ph.D., University of Minnesota
Associate Professor of Biology (1985)

KATHLEEN SKUBIKOWSKI
A.B., University of Colorado; M.A., Ph.D., Indiana University
Director of Writing, with rank of Assistant Professor of English (1987, 1989)

UGO SKUBIKOWSKI
A.B., George Washington; M.A., University of Colorado; Ph.D., Indiana University
Associate Professor of Italian (1981)

GAIL D. SMITH
B.S., State University of New York at New Paltz
Assistant Professor of Physical Education (1986); Assistant Director of Athletics (1987)

MITCHELL P. SMITH
B.A., University of California at Berkeley; M.P.A., Ph.D., Princeton University
Assistant Professor of Political Science (1993)

ROBERT L. SMITH
A.B., University of Delaware; M.A., University of Maine at Orono
Assistant Professor of Physical Education (1979)

PAUL M. SOMMERS
A.B., University of California at Santa Cruz; M.A., University of Michigan; Ph.D., University of California at San Diego
Professor of Economics (1976)

KATHERINE SONDEREGGER
A.B., Smith College; M.Div., S.T.M., Yale University; Ph.D., Brown University
Assistant Professor of Religion (1987)

STEPHEN F. SONTUM
A.B., Southern Lutheran College; Ph.D., University of California at Davis
Associate Professor of Chemistry (1983); on leave 1993–94

GRACE H. SPATAFORA
B.S., Duke University; Ph.D., St. Louis University
Visiting Assistant Professor of Biology (1992)

TIMOTHY B. SPEARS
A.B., Yale University; Ph.D., Harvard University
Assistant Professor of American Literature and Civilization (1990)

JOHN SPENCER
A.B., Princeton University; M.A., Ph.D., Columbia University; Litt.D., Atlanta University
Professor of History (1974); African Studies Professor (1990); on Associate Status

DOUGLAS C. SPRIGG
A.B., M.A., Ph.D., University of Michigan
Professor of Theatre (1975); on leave winter and spring 1994

ALLISON K. STANGER
B.S., Ball State University; A.M, Ph.D., Harvard University
Assistant Professor of Political Science (1991)

KEVIN STEPHENSON
B.A., State University of New York at Oswego; Ph.D., Cornell University
Assistant Professor of Economics (1992)

REGINA SWEENEY
B.A., Tufts University; Ph.D., University of California at Berkeley
Visiting Assistant Professor of History (1992)

BRIGITTE SZYMANEK
M.A., University of Dijon; M.A., Duke University
Instructor in French (1991)

KEIKO TAGUCHI
A.B., Japan Women's University; M.A., University of Wisconsin
Visiting Lecturer in Japanese (1992)

KYOKO TAKASHI
A.B., Tezukayama Gakuin University; M.S., Ph.D., Georgetown University
Assistant Professor of Japanese (1990)

SU LIAN TAN
B.A., Bennington College; M. M., Julliard School; M.F.A., Princeton University
Visiting Instructor in Music (1992)

BETSY K. THURBER
A.B., University of Vermont
Lecturer in Teacher Education (1972); part–time

GEORGE B. TODD
A.B., Amherst College; M.B.A., Stanford University; M.F.A., Princeton University
Professor of Music (1965); Christian A. Johnson Professor of Music (1989)

ALLAOUA TOUMI
B.S., M.A, University of Wisconsin at Madison
Visiting Instructor in French (1993)

STEPHEN C. TROMBULAK
A.B., University of California at Los Angeles; Ph.D., University of Washington
Associate Professor of Biology and Environmental Studies (1985)

VAN HORN VAIL
A.B., University of Washington; M.A., Ph.D., Princeton University
Professor of German (1966)

ROBERTO A. VÉGUEZ
B.S., Columbia University; M.A., Ph.D., University of Wisconsin
Professor of Spanish (1972)

GREGORY J. VITERCIK
A.B., Columbia University; M.A., Ph.D., State University of New York at Stony Brook
Assistant Professor of Music (1986)

JOHN T. WALSH
A.B., Southeast Missouri State University; M.A., San Francisco State University; M.Div., Pacific School of Religion
Chaplain (1986)

NEIL WATERS
A.B., Pacific Lutheran University; M.A., Washington State University; Ph.D., University of Hawaii
Professor of History (1990); Kawashima Professor of Japanese Studies (1990); on leave 1993–94

CHRISTOPHER D. WATTERS
B.S., Notre Dame; M.A., Ph.D., Princeton University
Professor of Biology (1968); Irene Heinz and John LaPorte Given Professor of Pre–Medical Sciences (1982); on leave fall 1993 and winter 1994

GLADYS WHITE
A.B., Universidad de Antioquia; M.A., University of Washington; Ph.D., Stanford University
Assistant Professor of Spanish (1989); on leave 1993–94

JOHN WILDERS
Ph.D., Cambridge University
Visiting Professor of English (1984); John Hamilton Fulton Professor of the Humanities (1987); teaching fall and winter terms

CHRISTOPHER KENT WILSON
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Emeritus (1983)

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Emeritus (1990)

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Emeritus (1993)

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Emeritus (1990)

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Dean of Students Emerita (1970);
Emerita (1988)

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Professor Emeritus of Biology (1953);
Emeritus (1985)

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1993–1994 CALENDAR

SEPTEMBER

1	Wednesday	Alumni College begins
3	Friday	Pre-enrollment ends
5	Sunday	Alumni College ends
8	Wednesday	Fall Orientation Week begins
12	Sunday	Convocation
13	Monday	Fall Term Classes begin (8:15 a.m.)

OCTOBER

1-3	Fri–Sun	Parents Weekend I
16-17	Sat-Sun	Homecoming
21-22	Thurs–Fri	Mid–Term Recess
29-31	Fri-Sun	Parents Weekend II

NOVEMBER

4	Thursday	All–College Meeting Night
23	Tuesday	Thanksgiving Recess begins (4:15 p.m.)
29	Monday	Classes resume (8:15 a.m.)

DECEMBER

11	Saturday	Fall Term Classes end (12:15 p.m.)
13	Monday	Examination Period begins
14	Tuesday	Final Exams begin (Tues., Thurs., Sat., Mon.,Tues.
21	Tuesday	Examination Period ends. Recess begins

JANUARY 1994

5	Wednesday	Winter Term begins (8:15 a.m.)
17	Monday	Martin Luther King Day

FEBRUARY

1	Tuesday	Winter Term ends (4:15 p.m.) Recess begins
5	Saturday	Celebration for Mid-year Graduates
9	Wednesday	Spring Orientation Week begins
14	Monday	Spring Term Classes begin (8:15 a.m.)
24	Thursday	Winter Carnival Recess begins (4:15 p.m.)
28	Monday	Classes Resume (8:15 a.m.)

MARCH

19	Saturday	Spring Recess begins (12:15 p.m.)
28	Monday	Classes resume (8:15 a.m.)

APRIL

7	Thursday	All–College Meeting Night

MAY

14	Saturday	Spring Term Classes end (12:15 p.m.)
16	Monday	Examination Period begins
17	Tuesday	Final Exams begin (Tues., Thurs., Sat., Mon., Tues.)
24	Tuesday	Examination Period ends
28	Saturday	Baccalaureate
29	Sunday	Commencement

JUNE

3-5	Fri–Sun	Spring Reunions
10	Friday	Language Schools Nine–Week Session begins
21	Tuesday	Bread Loaf School of English in Vermont begins
24	Friday	Language Schools Seven–Week Session begins
27	Monday	Language Schools Six-Week Session begins
28	Tuesday	Bread Loaf School of English in New Mexico begins

JULY

4	Monday	Bread Loaf School of English at Oxford begins

AUGUST

6	Saturday	Commencement, Bread Loaf School of English in Vermont
7	Sunday	Bread Loaf School of English in Vermont ends
9	Tuesday	Bread Loaf Writers' Conference begins
12	Friday	Commencement, Language Schools
13	Saturday	Language Schools end
		Commencement, Bread Loaf School of English at Oxford
		Commencement, Broad Loaf School of English in New Mexico
		Pre-enrollment begins
14	Sunday	Bread Loaf School of English at Oxford ends
		Bread Loaf School of English in New Mexico ends
21	Sunday	Bread Loaf Writers' Conference ends
31	Wednesday	Alumni College begins

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Admissions	Director of Admissions, The Emma Willard House	5153
Alumni Affairs	Director of Alumni Relations, Farrell House	5183
Athletics	Director of Athletics, Memorial Field House	5250
Business Matters	Vice President for Administration and Treasurer, Old Chapel	5404
Career Counseling and Placement	Director of Career Counseling and Placement, Adirondack House	5100
General Information	Office of Public Affairs, Old Chapel	5198
Gifts and Bequests	Director of Development, Forest Hall	5181
Educational Program	Vice President for Academic Affairs, Old Chapel	5391
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Health Services	Director, Parton Health Center	5135
Payment of Bills	Comptroller, Service Building	5366
Section 504 of the Rehabilitation Act of 1973	Dean of Students, Old Chapel	5382
Bread Loaf School of English	Sunderland Language Center	5418
Bread Loaf Writers' Conference	Munroe Hall	5286
Foreign Language Schools	Director of the Language Schools, Sunderland Language Center	5509
Student Affairs	Vice President for Student Affairs, Old Chapel	5393
Transcripts		
Current Undergraduates	Old Chapel	5382
A.B. Alumni	Old Chapel	5376
Language Schools and Bread Loaf Alumni	Sunderland Language Center	5517

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